

TAB	DESCRIPTION	ACTION
1	BAHR – INTERCOLLEGIATE ATHLETICS – FY 2024 REVENUE AND EXPENSE REPORTS	Information Item
2	BAHR – INTERCOLLEGIATE ATHLETICS – FY 2024- 2025 COMPENSATION REPORTS	Information Item
3	BAHR – INTERCOLLEGIATE ATHLETICS – FY 2025 GENDER EQUITY REPORTS	Information Item
4	PPGA – UNIVERSITY OF IDAHO ANNUAL REPORT	Information Item
5	PPGA – IDAHO DIGITAL LEARNING ACADEMY ANNUAL REPORT	Information Item
6	PPGA – ACCOUNTABILITY OVERSIGHT COMMITTEE ANNUAL REPORT	Information Item

SUBJECT

Intercollegiate Athletics Reports of Revenues and Expenses

REFERENCE

June 2016 Board directed that the universities' National Collegiate Athletics Association (NCAA) "Agreed Upon Procedures Reports" would be provided to the Board and would also serve as the revenues/expenses reporting template for Lewis-Clark State College.

APPLICABLE STATUTE, RULE OR POLICY

Idaho State Board of Education (Board) Governing Policies & Procedures, Section V.X.5.

BACKGROUND/DISCUSSION

Responsibility, management, control, and reporting requirements for athletics are detailed in Board Policy V.X. The college and universities are required to submit regular financial reports as specified by the Board office. For the universities, the revenue and expenses reported must reconcile to the NCAA "Agreed Upon Procedures Reports" that are prepared annually and reviewed by the Board's external auditor.

Board policy V.X. establishes limits on how much state appropriation (including appropriated spending authority for tuition and fees) each institution can expend for intercollegiate athletics. Increases to the limits are generally tied to changes to the appropriated funds (General Funds and tuition and fees), or through Board approval. The policy provides a mechanism for Chief Executive Officers to request Board approval for one-time or ongoing changes to the limits when justified on the basis of adding or expanding programs, investing in facility upgrades or repairs, meeting new federal or state regulatory compliance requirements, and/or meeting intercollegiate athletic association or conference requirements. The current policy allows the ability for institutions to increase the student athletic fees without regard to the general education appropriation.

IMPACT

The reports of Revenues and Expenses are presented for each institution for fiscal year 2024 in Attachments 1 through 4.

ATTACHMENTS

- Attachment 1 - Boise State University
- Attachment 2 - Idaho State University
- Attachment 3 - University of Idaho
- Attachment 4 - Lewis-Clark State College

STAFF COMMENTS AND RECOMMENDATIONS

The Athletics Reports show results for fiscal year 2024. It should be noted that state funds are critical to support the student athletes and athletic programs at the four institutions. Ticket sales, contributions, and program revenues are insufficient to enable the athletic programs to be fully self-supporting.

Representatives from all four (4) institutions will be available to respond to questions from Board members if necessary.

BOARD ACTION

This item is for informational purposes only.

BOISE STATE UNIVERSITY ATHLETIC DEPARTMENT
STATEMENT OF REVENUES AND EXPENSES
YEAR ENDED JUNE 30, 2024
(UNAUDITED)

	Football	Men's Basketball	Other Men's Sports	Women's Basketball	Women's Volleyball	Other Women's Sports	Nonprogram Specific	Totals
OPERATING REVENUES								
Ticket Sales	\$ 5,912,384	\$ 1,880,853	\$ -	\$ 59,674	\$ 32,767	\$ 108,344	\$ -	\$ 7,994,022
Student Fees	-	-	-	-	-	-	4,841,311	4,841,311
Direct Institutional Support	-	-	-	-	-	-	8,474,319	8,474,319
Direct Institutional Support (OST Waivers & Work Study)	1,545,793	195,214	389,144	266,899	197,434	1,084,522	57,119	3,736,125
Indirect Institutional Support	-	-	-	-	-	-	2,365,734	2,365,734
Indirect Institutional Support - Athletic Facilities	-	-	-	-	-	-	-	-
Debt Service, Lease, and Rental Fees	-	-	-	-	-	-	1,300,000	1,300,000
Guarantees	1,500,000	76,816	960	-	6,500	14,540	-	1,598,816
Contributions	5,680,050	260,647	202,840	26,050	31,418	1,614,025	7,840,020	15,655,050
In Kind	409,306	115,445	-	-	-	-	-	524,751
Media Rights	4,257,358	944,508	-	-	-	-	-	5,201,866
NCAA Distributions	591,904	694,114	145,888	90,527	83,563	509,528	-	2,115,524
Conference Distributions	1,697,147	87,550	-	-	-	25,782	-	1,810,479
Program Novelty Parking Concession	466,472	150,401	-	1,584	998	4,237	-	623,692
Royalties Licensing Advertisement Sponsorship	5,579,044	1,223,165	92,008	58,927	46,925	237,356	209,385	7,446,810
Sport Camp Revenues	448,679	111,479	-	1,337	36,355	282,353	-	880,203
Athletics Restricted Endowment and Investment Income	-	-	-	-	-	-	841,170	841,170
Other Operating Revenue	1,381,612	1,820	95,541	1,820	3,581	282,074	265,838	2,032,286
Bowl Revenues	915,277	-	-	-	-	-	-	915,277
Total Operating Revenue	30,385,026	5,742,012	926,381	506,818	439,541	4,162,761	26,194,896	68,357,435

**BOISE STATE UNIVERSITY ATHLETIC DEPARTMENT
STATEMENT OF REVENUES AND EXPENSES (CONTINUED)
YEAR ENDED JUNE 30, 2024
(UNAUDITED)**

	Football	Men's Basketball	Other Men's Sports	Women's Basketball	Women's Volleyball	Other Women's Sports	Nonprogram Specific	Totals
OPERATING EXPENSES								
Athletic Student Aid	\$ 2,826,022	\$ 437,225	\$ 735,645	\$ 501,458	\$ 397,468	\$ 2,427,087	\$ 155,632	\$ 7,480,537
Athletic Student Aid (OST Waiver)	1,545,793	195,214	389,144	266,899	197,434	1,084,522	43,584	3,722,590
Guarantees	200,000	376,297	-	106,000	8,309	4,243	-	694,849
Coaching Salaries Benefits Bonuses	5,324,854	1,927,374	664,055	816,058	468,325	2,092,375	69,727	11,362,768
Support Staff Admin Compensation								
Benefits and Bonuses	2,617,334	220,559	40,121	118,232	13,501	263,141	9,788,318	13,061,206
Severance Payments	486,472	-	-	-	-	-	-	486,472
Recruiting	549,255	142,048	48,095	86,576	53,254	194,277	-	1,073,505
Team Travel	1,596,369	923,773	590,456	570,843	202,239	1,564,566	162,486	5,610,732
Sports equipment Uniforms supplies	779,905	123,706	177,860	46,785	54,796	403,111	209,391	1,795,554
Game Expenses	1,133,587	387,792	21,286	152,657	56,651	215,851	138,582	2,106,406
Fund Raising Marketing and Promotion	109,862	23,728	813	11,386	2,553	15,952	561,706	726,000
Sport Camp Expenses	343,851	71,625	-	1,337	9,406	30,362	-	456,581
Spirit Groups	-	-	-	-	-	-	328,400	328,400
Athletic Facilities Debt Service Leases and Rental Fees	2,571,119	-	115,707	-	-	387,366	258,531	3,332,723
Direct overhead and Admin Expenses	2,270,104	119,271	174,438	41,599	51,184	449,264	1,446,468	4,552,328
Indirect Institutional Support	-	-	-	-	-	-	2,365,734	2,365,734
Medical Expenses Insurance	17,864	9,170	31,226	3,736	-	27,867	827,160	917,023
Memberships and Dues	67,220	44,365	11,221	20,222	743	16,300	726,941	887,012
Student-Athlete Meals (non-travel)	909,342	103,150	19,328	29,155	23,947	110,333	146,358	1,341,613
Other Operating Expenses	985,371	191,024	96,653	93,385	60,659	298,871	573,687	2,299,650
Bowl Expenses	982,243	-	-	-	-	-	-	982,243
Bowl Expenses Coaching Compensation Bonus	-	-	-	-	-	-	-	-
Capital	1,355,471	27,050	53,265	27,050	-	1,154,000	156,677	2,773,513
Total Operating Expenses	<u>26,672,038</u>	<u>5,323,371</u>	<u>3,169,313</u>	<u>2,893,378</u>	<u>1,600,469</u>	<u>10,739,488</u>	<u>17,959,382</u>	<u>68,357,439</u>
EXCESS (DEFICIENCY) OF REVENUES OVER (UNDER) EXPENSE BEFORE CARRYFORWARD CARRYFORWARD (SEE NOTE 7)	<u>3,712,988</u>	<u>418,641</u>	<u>(2,242,932)</u>	<u>(2,386,560)</u>	<u>(1,160,928)</u>	<u>(6,576,727)</u>	<u>8,235,514</u>	<u>(4.0)</u>
EXCESS (DEFICIENCY) OF REVENUES OVER (UNDER) EXPENSE AFTER CARRYFORWARD	<u>\$ 3,712,988</u>	<u>\$ 418,641</u>	<u>\$ (2,242,932)</u>	<u>\$ (2,386,560)</u>	<u>\$ (1,160,928)</u>	<u>\$ (6,576,727)</u>	<u>\$ 8,235,514</u>	<u>\$ (4)</u>

**INFORMATIONAL
APRIL 16-17, 2025**

ATTACHMENT 2

**IDAHO STATE UNIVERSITY
ATHLETICS
6/30/2024**

	MEN'S		OTHER MEN'S SPORTS	WOMEN'S		OTHER WOMEN'S SPORTS	NON SPECIFIC	FINAL	FINAL	BALANCE %CHANGE
	BASKETBALL	FOOTBALL		BASKETBALL	VOLLEYBALL			PROGRAM FY24	BALANCE FY23	
REVENUE:										
1 Ticket Sales	57,741	265,432	12,787	21,117	7,792	23,272	3,285	391,426	366,239	6.88%
2 Direct State or Other Government Support	370,879	1,053,653	223,151	405,416	208,323	1,939,445	1,019,158	5,220,025	4,859,885	7.41%
3 Student Fees	-	-	-	-	-	-	1,967,419	1,967,419	1,835,362	7.20%
4 Direct Institutional Support	-	-	-	-	-	-	1,267,208	1,267,208	1,234,679	2.63%
5 Less-Transfers to Institution	-	-	-	-	-	-	-	-	-	0.00%
6 Indirect Institutional Support	-	77,291	15,287	-	-	17,644	213,142	323,364	213,703	51.31%
6A Indirect Institutional Support - Athletic Facilities Debt Service,	-	-	-	-	-	-	129,720	129,720	54,900.00	136.28%
7 Guarantees	350,000	940,000	18,338	45,000	12,000	33,438	45,000	1,443,775	1,203,500	19.96%
8 Contributions	181,188	493,095	66,670	118,998	75,428	153,020	1,116,337	2,204,736	1,816,489	21.37%
9 In-Kind	33,077	73,944	15,560	45,209	26,220	87,406	263,072	544,489	430,041	26.61%
10 Compensation and Benefits Provided by a third party	-	-	-	-	-	-	-	-	-	0.00%
11 Media Rights	-	2,582	-	-	-	-	74,743	77,326	77,768	-0.57%
12 NCAA Distributions	-	-	-	-	-	-	787,967	787,967	800,349	-1.55%
13 Conference Distributions (Non Media or Bowl)	4,158	15,737	(705)	512	4	(5,042)	(1,172)	13,492	23,522	-42.64%
14 Program, Novelty, Parking and Concession Sales	-	-	287	-	-	907	5,815	7,008	21,998	-68.14%
15 Royalties, Licensing, Advertisement and Sponsorships	-	-	-	-	-	-	590,622	590,622	488,154	20.99%
16 Sports Camp Revenue	60,919	46,320	23,889	18,106	72,516	137,351	195,141	554,242	347,384	59.55%
17 Athletics Restricted Endowment and Investments Income	-	-	-	-	-	-	-	-	-	0.00%
18 Other Operating Revenue	-	-	408	-	-	408	133,942	134,758	203,262	-33.70%
19 Bowl Revenues	-	-	-	-	-	-	-	-	-	0.00%
Total Operating Revenue	1,057,962	2,968,055	375,670	654,359	402,283	2,387,849	7,811,400	15,657,578	13,977,236	12.02%
OPERATING EXPENDITURES:										
20 Athletics Student Aid	263,502	1,180,697	232,039	325,238	230,351	999,216	103,706	3,334,749	3,286,716	1.46%
21 Guarantees	17,980	-	1,750	10,032	14,852	1,750	168	46,532	105,000	-55.68%
22 Related Entities	377,084	1,272,079	220,153	407,074	206,269	698,681	31,884	3,213,224	2,950,255	8.91%
23 Coaching Salaries, Benefits and Bonuses paid by Third Party	-	-	-	-	-	-	-	-	-	0.00%
24 Support Staff/Admin Compensation/Benefits/Bonues pd by U	17,781	46,658	5,777	961	13,386	39,416	1,294,844	1,418,823	1,364,355	3.99%
25 by Third Party	-	-	-	-	-	-	-	-	-	0.00%
26 Severance Payments	-	-	-	-	-	-	-	-	-	0.00%
27 Recruiting	43,111	154,596	12,289	47,243	23,590	65,147	42,720	388,695	399,856	-2.79%
28 Team Travel	316,979	654,997	147,899	197,253	132,145	582,396	78,125	2,109,794	1,904,827	10.76%
29 Sports Equipment, Uniforms and Supplies	31,774	360,532	53,124	39,943	34,429	166,665	477,454	1,163,921	905,392	28.55%
30 Game Expenses	133,130	87,093	11,530	111,812	26,477	50,619	127,383	548,045	352,786	55.35%
31 Fund Raising, Marketing and Promotion	4,559	5,600	100	4,602	4,520	8,977	54,975	83,333	44,781	86.09%
32 Sports Camp Expenses	45,032	48,722	15,433	8,491	64,011	102,380	185,554	469,624	378,388	24.11%
33 Spirit Groups	-	-	-	-	-	-	-	-	-	0.00%
34 Athletic Facilities Debt Service, Leases and Rental Fees	-	-	-	-	-	-	-	-	-	0.00%
35 Direct Overhead and Administrative Expenses	51,968	122,776	13,279	35,880	17,897	65,959	669,473	977,232	684,399	42.79%
36 Indirect Institutional Support	-	77,291	15,287	-	-	17,644	342,862	453,084	268,603	68.68%
37 Medical Expenses and Insurance	-	-	-	-	-	9	351,399	351,408	565,388	-37.85%
38 Memberships and Dues	10,273	-	600	1,550	5,131	3,728	70,626	91,908	83,369	10.24%
39 Student-Athlete Meals (non-travel)	20,974	269,951	10,919	27,202	9,580	24,846	49,631	413,103	263,066	57.03%
40 Other Operating Expenses	46,418	57,827	26,607	60,064	17,186	49,776	402,478	660,356	641,744	2.90%
41 Bowl Expenses	-	-	-	-	-	-	-	-	-	0.00%
Total Operating Expenses	1,380,567	4,338,818	766,785	1,277,346	799,822	2,877,210	4,283,283	15,723,830	14,198,924	10.74%
Net Increase/Deficit	(322,605)	(1,370,763)	(391,115)	(622,987)	(397,539)	(489,362)	3,528,117	(66,252)	(221,689)	70.11%
VALUE OF NONRESIDENT FEE WAIVERS	191,100	799,195	152,767	267,540	219,652	422,350		2,052,604	17,776,434	
TOTAL STATE APPROPRIATED	5,220,025									
							Increase/decrease	(66,252)		
Athletic Limits set by State	6,431,400									

**INFORMATIONAL
APRIL 16-17, 2025**

ATTACHMENT 3

**University of Idaho
Intercollegiate Athletics
Schedule of Revenue and Expenses
For the Year Ended June 30, 2024 (unaudited)**

	Football	Men's Basketball	Other Men's Sports	Women's Basketball	Women's Volleyball	Other Women's Sports	Non-Program Specific	Grand Total
Operating Revenues								
Ticket Sales	\$ 907,168	\$ 80,848		\$ 31,119	\$ 6,837	\$ 2,236	\$ -	\$ 1,028,208
Student Fees							1,911,241	\$ 1,911,241
Direct Institutional Support	\$ 2,101,514	\$ 667,635	\$ 483,927	\$ 631,895	\$ 434,063	\$ 1,154,192	\$ 4,518,032	
General Education Funds	\$ 1,013,081	\$ 352,335	\$ 188,675	\$ 299,550	\$ 211,907	\$ 479,268	\$ 1,685,902	\$ 4,230,718
Institutional Support Funds	\$ 736,205	\$ 284,349	\$ 153,014	\$ 242,237	\$ 171,855	\$ 388,683	\$ 1,421,760	\$ 3,398,103
Other Institutional Support (includes OST Waivers)	\$ 352,228	\$ 30,951	\$ 142,238	\$ 90,108	\$ 50,301	\$ 286,241	\$ 1,410,370	\$ 2,362,437
Indirect Institutional Support							\$ 631,083	\$ 631,083
Indirect Institutional Support - Athletic Facilities Debt Service, Lease & Rental Fees							\$ 1,125,000	\$ 1,125,000
Guarantees	\$ 1,050,000	\$ 251,000	\$ 97,453	\$ 30,000	\$ 3,000	\$ 10,120		\$ 1,441,573
Contributions	\$ 1,473,326	\$ 159,132	\$ 301,337	\$ 171,162	\$ 115,335	\$ 729,649	\$ 246,586	\$ 3,196,526
In-Kind	\$ 8,400	\$ 4,200		\$ 4,200			\$ 8,400	\$ 25,200
Compensation & Benefits Provided by 3rd Party	\$ 125,000	\$ 60,000	\$ 8,000	\$ 30,000		\$ 16,500	\$ 15,000	\$ 254,500
Media Rights							\$ 74,743	\$ 74,743
NCAA Distributions	\$ 77,428	\$ 19,858	\$ 61,637	\$ 19,788	\$ 18,080	\$ 108,918	\$ 573,850	\$ 879,559
Conference Distributions							\$ 21,817	\$ 21,817
Program, Novelty, Parking & Concessions	\$ 117,011	\$ 4,385		\$ 3,435				\$ 124,831
Royalties, Licensing, Advertising & Sponsorships	\$ 15,000					\$ 1,250	\$ 1,753,060	\$ 1,769,310
Sports Camp Revenues	\$ 281,971	\$ 12,979						\$ 294,950
Athletics Restricted Endowment & Investment Income	\$ 263,047	\$ 27,467	\$ 51,124	\$ 29,790	\$ 1,140	\$ 191,196	\$ 84,565	\$ 648,330
Other Operating Revenues	\$ 1,298		\$ 4,225			\$ 3,913	\$ 607,590	\$ 617,027
Total Operating Revenues	\$ 6,421,164	\$ 1,287,503	\$ 1,007,703	\$ 951,390	\$ 578,455	\$ 2,217,974	\$ 9,659,727	\$ 24,035,157
Operating Expenses								
Athletic Student Aid	\$ 2,116,220	\$ 349,578	\$ 738,744	\$ 388,574	\$ 295,843	\$ 1,848,046	\$ 174,183	\$ 5,911,187
Guarantees		\$ 10,500	\$ 14,101	\$ 6,500		\$ 21,752		\$ 52,854
Coaching Salaries, Benefits & Bonuses	\$ 1,478,231	\$ 540,142	\$ 292,391	\$ 453,590	\$ 265,463	\$ 735,592		\$ 3,765,409
Coaching Salaries, Benefits & Bonuses Paid by 3rd Party	\$ 125,000	\$ 60,000	\$ 8,000	\$ 30,000		\$ 16,500		\$ 239,500
Support Staff/Admin Compensation Benefits & Bonuses	\$ 131,450	\$ 0	\$ -	\$ -	\$ 338	\$ 4,920	\$ 4,049,007	\$ 4,185,714
Support Staff/Admin Compensation Benefits & Bonuses Paid by 3rd Party							\$ 15,000	\$ 15,000
Severance Payments					\$ 50,193			\$ 50,193
Recruiting	\$ 196,704	\$ 76,868	\$ 27,651	\$ 56,629	\$ 38,243	\$ 93,598		\$ 489,693
Team Travel	\$ 1,240,902	\$ 285,211	\$ 284,006	\$ 289,484	\$ 128,272	\$ 659,800	\$ 5,185	\$ 2,892,860
Sports Equipment, Uniforms & Supplies	\$ 379,037	\$ 36,804	\$ 68,023	\$ 38,422	\$ 19,929	\$ 119,032	\$ 242,087	\$ 903,333
Game Expenses	\$ 275,416	\$ 229,949	\$ 23,529	\$ 190,902	\$ 72,042	\$ 72,478		\$ 864,316
Fund Raising, Marketing & Promotion							\$ 334,907	\$ 334,907
Sports Camp Expenses	\$ 227,669	\$ 4,470						\$ 232,139
Spirit Groups							\$ 2,500	\$ 2,500
Athletic Facilities, Debt Service, Leases & Rental Fees							\$ 1,125,000	\$ 1,125,000
Direct Overhead & Administrative Expenses							\$ 37,937	\$ 37,937
Indirect Institutional Support							\$ 631,083	\$ 631,083
Medical Expenses & Insurance	\$ 4,404	\$ 80	\$ 58	\$ 2,427		\$ 363	\$ 419,807	\$ 427,139
Memberships & Dues	\$ 144	\$ 185	\$ 4,218		\$ 669	\$ 7,639	\$ 71,057	\$ 83,912
Student-Athlete Meals (non-travel)	\$ 91,837	\$ 6,121	\$ 73	\$ 6,254	\$ 861	\$ 3,280	\$ 162,077	\$ 270,503
Other Operating Expenses	\$ 808,421	\$ 83,930	\$ 137,507	\$ 43,412	\$ 32,412	\$ 74,936	\$ 1,281,942	\$ 2,462,560
Total Operating Expenses	\$ 7,075,434	\$ 1,683,837	\$ 1,598,302	\$ 1,506,194	\$ 904,265	\$ 3,657,936	\$ 8,551,771	\$ 24,977,739
Excess (Deficiency) of Revenues Over (Under) Expenses	\$ (654,270)	\$ (396,334)	\$ (590,599)	\$ (554,804)	\$ (325,810)	\$ (1,439,962)	\$ 1,107,955	\$ (942,583)
Other Reporting Items								
Total Athletics Related Debt							\$ 41,020,000	\$ 41,020,000
Total Institutional Debt							\$ 124,775,000	\$ 124,775,000

**INFORMATIONAL
APRIL 16-17, 2025**

ATTACHMENT 4

**Lewis-Clark State College Intercollegiate Athletics Department
Statement of Revenues and Expenses
For the Year Ended June 30, 2024 (Unaudited)**

	Baseball	Men's Basketball	Men's Golf	Men's Tennis	Men's XC	Men's Track	Women's Volleyball	Women's Basketball	Women's Golf	Women's Tennis	Women's XC	Women's Track	Women's Dance/Spirit	Non-Program Specific	Grand Total
Operating Revenues															
01 Ticket Sales	6,850	27,401						6,850		27,401					68,502
02 Student Fees														347,984	347,984
03 Direct State/Govt Support	269,672	139,883	34,351	23,258	38,747	38,759	157,153	137,616	34,351	23,260	38,751	45,928	13,294	840,153	1,835,176
04 Direct Institutional Support (excludes Out of State Waivers)														206,900	206,900
05 Direct Institutional Support (Out of State Waivers)	281,861	131,383	64,091	136,223	6,200	45,094	141,080	99,086	29,096	172,596	25,295	29,494	28,495	46,644	1,236,638
06 Indirect Institutional Support														145,992	145,992
07 Guarantees															0
08 Contributions														394,659	394,659
09 In-Kind	16,250	7,250					9,750	7,750							41,000
10 Compensation & Benefits Provided by 3rd Party															0
11 Media Rights														0	0
12 NCAA Distributions															0
13 Conference Distributions (Non-Media or Bowl)														1,260,089	1,260,089
14 Program, Novelty, Parking & Concessions															0
15 Royalties, Licensing, Advertising & Sponsorships															0
16 Sports Camp Revenues	17,451	35,022			2,243	4,858	30,699	18,398			2,243	4,858			115,772
17 Athletics Restricted Endowment & Investment Income															0
18 Other Operating Revenues															0
Total Operating Revenues	592,084	340,939	98,442	159,481	47,190	88,711	345,532	290,251	63,447	195,856	66,289	80,280	41,789	3,242,421	5,652,712
Operating Expenditures															
19 Athletic Student Aid	422,803	215,417	87,851	163,067	30,120	55,344	218,803	196,297	47,721	211,109	51,338	49,095	31,381	47,469	1,827,815
20 Guarantees	17,584	3,124	0	0	0	0	0	3,000	0	0	0	0	0	0	23,708
21 Coaching Salaries, Benefits & Bonuses	276,863	164,065	35,035	23,258	38,747	38,759	171,375	142,018	36,492	23,260	38,751	45,589	13,294		1,047,506
22 Coaching Salaries, Benefits & Bonuses Paid by 3rd Party															0
23 Support Staff/Admin Compensation Benefits & Bonuses														639,391	639,391
24 Support Staff/Admin Compensation Benefits & Bonuses Paid by 3rd Party															0
25 Recruiting	20,714	13,236	1,119	0	1,678	11,362	6,634	5,226	1,471	104	2,801	11,421	2,409	5,662	83,837
26 Team Travel	120,282	80,391	25,486	37,919	12,963	16,460	74,149	77,832	24,284	36,621	12,963	16,438	20,467	0	556,255
27 Sports Equipment, Uniforms & Supplies	38,385	49,038	6,695	3,001	18,116	20,547	20,242	27,549	7,598	2,984	21,926	18,952	8,776	41,698	285,507
28 Game Expenses	21,557	15,760	4,761	1,211	1,816	5,140	16,945	15,293	5,993	610	2,105	5,854	1,119	49,163	147,326
29 Fund Raising, Marketing & Promotion															0
30 Sports Camp Expenses	8,707	71,710			2,886	941	4,865	5,017			2,886	941		0	97,953
31 Spirit Groups															0
32 Athletic Facilities, Debt Service, Leases & Rental Fees															0
33 Direct Overhead & Administrative Expenses															0
34 Indirect Institutional Support	16,250	7,250	0	0	0	0	9,750	7,750	0	0	0	0	0	145,992	186,992
35 Medical Expenses & Insurance														18,657	18,657
36 Memberships & Dues															0
37 Other Operating Expenses	332	8,337	198	425	255	251	380	623	158	230	255	251	0	634,080	645,775
Total Operating Expenditures	943,477	628,328	161,145	228,881	106,581	148,804	523,143	480,605	123,717	274,918	133,025	148,541	77,446	1,582,112	5,560,722
Excess (Deficiency) of Revenues Over (Under) Expenses	(351,393)	(287,389)	(62,703)	(69,400)	(59,391)	(60,093)	(177,611)	(190,354)	(60,270)	(79,062)	(66,736)	(68,261)	(35,657)	1,660,309	91,990
Other Reporting Items															
38 Conference Realignment Expenses														0	0
39 Total Athletics Related Debt														0	0
40 Total Institutional Debt														3,571,285	3,571,285
41 Value of Athletics Dedicated Endowments														3,801,938	3,801,938
42 Value of Institutional Endowments														15,700,127	15,700,127

**INFORMATIONAL
APRIL 16-17, 2025**

SUBJECT

Intercollegiate Athletics Employee Compensation Report

REFERENCE

April 2024 Board received FY 2023-24 athletics compensation reports

APPLICABLE STATUTE, RULE OR POLICY

Idaho State Board of Education (Board) Governing Policies & Procedures, Section II.H.

BACKGROUND/ DISCUSSION

The attached reports show actual compensation figures for FY2024 and estimated compensation figures for FY2025. The sources of funding for athletic department positions vary widely. A number of the most highly paid coaching positions are funded entirely from program revenues.

IMPACT

The reports detail the contracted salary received by athletics administrators and coaches, including bonuses, supplemental compensation and perquisites, if applicable.

ATTACHMENTS

Attachment 1 – Boise State University	FY24 Actual
Attachment 2 – Boise State University	FY25 Estimate
Attachment 3 – Idaho State University	FY24 Actual
Attachment 4 – Idaho State University	FY25 Estimate
Attachment 5 – University of Idaho	FY24 Actual
Attachment 6 – University of Idaho	FY25 Estimate
Attachment 7 – Lewis-Clark State College	FY24 Actual
Attachment 8 – Lewis-Clark State College	FY25 Estimate

STAFF COMMENTS AND RECOMMENDATIONS

The Board has delegated, through Board Policy II.B., personnel management authority to the president of each institution, except for those responsibilities specifically retained by the Board. Board policy II.H. authorizes the president of an institution to enter into a contract for the services of a coach or athletic director with that institution for a term of up to three (3) years. A contract with a term (whether fixed or rolling) of more than three (3) years, or with a total annual compensation amount of \$350,000 or higher, is subject to approval by the Board.

BOARD ACTION

This item is for informational purposes only.

**INFORMATIONAL
APRIL 16-17, 2025**

ATTACHMENT 1

**Intercollegiate Athletics Compensation Report
Boise State University**

FY24 Budgeted Base Salary and Actual Other Compensation

PCN	Depart/Name/Title	Athletic FTE	Compensation				Contract Bonus			Perks			Multi-Yr Contract	Funding		
			Base Salary	Camps/ Clinics	Other	Equip Co	Academic Perform.	Winning Perform.	Post Season Other	Club Memb	Car	Other		State Approp.	Program Revenue	All Other
Athletic Administration																
1349	Michael Walsh	1.00	96,762	-	-	2,000	-	-	-	No	No	No	No		96,762	2,000
1421	Patrick Walsh	1.00	70,013	-	-	1,000	-	-	-	No	No	No	No		70,013	1,000
1523	Kathryn Chase	1.00	59,717	-	-	-	-	-	-	No	No	No	No	59,717	-	-
1584	Jamie Pepper	1.00	62,005	-	-	500	-	-	-	No	No	No	No		62,005	500
1629	David Dietrich	1.00	46,051	-	780	500	-	-	-	No	No	No	No		46,831	500
1631	Vacant	1.00	82,014	-	-	500	-	-	-	No	No	No	No		82,014	500
1647	Denilson Suarez	1.00	46,051	-	500	500	-	-	-	No	No	No	No		46,551	500
1686	Kacey Huntington	1.00	60,060	3,000	-	500	-	-	-	No	No	No	No	60,060	-	3,500
1700	Heather Berry	1.00	130,000	-	600	2,500	-	-	-	No	No	No	No		130,600	2,500
1701	Jeremiah Dickey	1.00	432,411	-	-	4,000	10,000	10,000	30,000	Yes	Yes	No	Yes		482,411	4,000
1711	Marc Paul	1.00	107,411	-	-	2,000	-	-	-	No	No	No	No		107,411	2,000
1715	Tyler Smith	1.00	78,125	-	-	750	-	-	-	No	No	No	No	78,125	-	750
1717	Christina Van Tol	1.00	148,013	-	-	2,500	-	-	-	No	Yes	No	No	148,013	-	2,500
1724	Kelsey Messer	1.00	46,779	-	-	1,000	-	-	-	No	No	No	No		46,779	1,000
1725	Krysta Fryer	1.00	52,058	1,032	-	500	-	-	-	No	No	No	No		52,058	1,532
1726	Bradley Kimble	1.00	106,850	-	-	1,000	-	-	-	No	No	No	No		106,850	1,000
1727	Doug Link	1.00	56,264	-	300	500	-	-	-	No	No	No	No		56,564	500
1736	Cameron Howard	1.00	62,005	-	400	750	-	-	-	No	No	No	No		62,405	750
1739	Garrett Ton	1.00	79,643	-	3,000	1,000	-	-	-	No	No	No	No		82,643	1,000
1740	Craig Lawson	1.00	69,909	-	480	-	-	-	-	No	No	No	No		70,389	-
1741	Christopher Nichol	1.00	65,021	-	-	1,000	-	-	-	No	No	No	No	65,021	-	1,000
1743	Naomi Lam	1.00	53,019	1,500	-	500	-	-	-	No	No	No	No		53,019	2,000
1749	Matthew Schofield	1.00	50,686	-	-	500	-	-	-	No	No	No	No		50,686	500
1751	Jordan Feeney	1.00	72,613	-	3,000	750	-	-	-	No	No	No	No		75,613	750
1753	Raul Ibarra	1.00	53,102	-	900	500	-	-	-	No	No	No	No		54,002	500
1758	Lucas Johnson	1.00	46,280	-	5,000	-	-	-	-	No	No	No	No		51,280	-
1760	Taylor Harding	1.00	52,058	400	-	500	-	-	-	No	No	No	No		52,058	900
1761	Lauren Sale	1.00	43,638	-	-	500	-	-	-	No	No	No	No		43,638	500
1763	Nathan Lowery	1.00	52,894	-	-	500	-	-	-	No	No	No	No		52,894	500
1764	Justin LaChapelle	1.00	63,440	-	-	500	-	-	-	No	No	No	No		63,440	500
1766	Robert Kautz	1.00	46,051	-	-	500	-	-	-	No	No	No	No		46,051	500
1767	Matthew Sterling	1.00	69,326	-	-	1,000	-	-	-	No	No	No	No		69,326	1,000
1768	Michael (Alex) Bell	1.00	59,592	-	-	750	-	-	-	No	No	No	No		59,592	750
1769	James Gerfen	1.00	52,520	-	700	500	-	-	-	No	No	No	No		53,220	500
1770	Daryn Colledge	1.00	53,934	-	-	500	-	-	-	No	No	No	No		53,934	500
1773	Brandon Voigt	1.00	76,440	-	-	750	-	-	-	No	No	No	No		76,440	750
1776	Jordan Britton	1.00	65,000	3,500	500	750	-	-	-	No	No	No	No	65,000	500	4,250
1797	Hope Bowman	1.00	46,051	-	-	500	-	-	-	No	No	No	No		46,051	500
1834	Colby Harms	1.00	48,402	-	-	500	-	-	-	No	No	No	No		48,402	500
1941	Jarred Nelson	1.00	49,629	-	-	500	-	-	-	No	No	No	No		49,629	500
2403	Stephanie Donaldson	1.00	112,029	-	-	1,000	-	-	-	No	No	No	No		112,029	1,000
3005	Sophia Kallas	1.00	46,051	-	-	1,000	-	-	-	No	No	No	No		46,051	1,000
3064	Dominic Sheldon	1.00	81,494	-	-	1,000	-	-	-	No	No	No	No		81,494	1,000
3110	Alissa Lauer	1.00	49,816	-	-	500	-	-	-	No	No	No	No		49,816	500
3125	Joshua Bender	1.00	67,392	-	1,300	1,000	-	-	-	No	No	No	No		68,692	1,000
3132	Jennifer Bellomy	1.00	77,605	-	-	1,000	-	-	-	No	No	No	No		77,605	1,000
3145	Gabe Rosenvall	1.00	101,150	-	-	2,000	-	-	-	No	No	No	No	101,150	-	2,000
3150	Vacant	1.00	46,051	-	-	500	-	-	-	No	No	No	No		46,051	500
3167	Sara Swanson Whites	1.00	80,018	-	-	2,000	-	-	-	No	No	No	No		80,018	2,000
3188	Jacob Howell	1.00	58,053	-	-	750	-	-	-	No	No	No	No		58,053	750
3502	Andy Atkinson	1.00	85,738	-	-	1,000	-	-	-	No	No	No	No		85,738	1,000
3529	Jodie Faulk	1.00	53,768	-	-	750	-	-	-	No	No	No	No		53,768	750
3530	Tyler Whitmer	1.00	82,888	-	-	1,500	-	-	-	No	No	No	No		82,888	1,500
3545	Chris Apenbrink	1.00	50,502	-	300	500	-	-	-	No	No	No	No		50,802	500
3549	Nathan Burk	1.00	130,000	-	15,000	2,500	-	-	-	No	No	No	No		145,000	2,500
3563	Eric Kile	1.00	60,133	-	-	750	-	-	-	No	No	No	No		60,133	750
3805	Keita Shimada	1.00	82,888	-	-	1,000	-	-	-	No	No	No	No		82,888	1,000
3806	Abigail Bass	1.00	53,102	600	240	500	-	-	-	No	No	No	No		53,342	1,100
3950	Rene Barraza	1.00	55,723	-	2,000	500	-	-	-	No	No	No	No		57,723	500
3970	Syringa Larson	1.00	55,827	-	-	750	-	-	-	No	No	No	No		55,827	750
4030	Andrew Bondi	1.00	58,053	-	1,500	750	-	-	-	No	No	No	No		59,553	750
4149	McKenna Drevno	1.00	52,352	2,060	-	500	-	-	-	No	No	No	No		52,352	2,560
4165	Dane Clark	1.00	50,003	500	-	500	-	-	-	No	No	No	No	50,003	-	1,000
4174	Cody Gougler	1.00	130,000	-	-	2,500	-	-	-	No	Yes	No	No		130,000	2,500
4185	Jake Mankin	1.00	105,019	-	750	2,000	-	-	-	No	No	No	No		105,769	2,000
4198	Jacob Isaacson	1.00	50,149	-	-	500	-	-	-	No	No	No	No		50,149	500
4201	Sarah Hastings	1.00	49,816	-	-	500	-	-	-	No	No	No	No		49,816	500
4202	Samantha Wade	1.00	76,190	-	-	1,000	-	-	-	No	No	No	No		76,190	1,000
4218	David Slemmer	1.00	46,051	-	500	250	-	-	-	No	No	No	No		46,551	250
4221	Chris Hall	1.00	55,723	-	2,000	500	-	-	-	No	No	No	No		57,723	500
4242	Justin Rogers	1.00	85,010	-	-	1,000	-	-	-	No	No	No	No		85,010	1,000
4246	Cade White	1.00	46,051	-	-	500	-	-	-	No	No	No	No		46,051	500
4260	Daniel Calhoun	1.00	47,362	-	11,733	500	-	-	-	No	No	No	No		59,095	500
4268	Matty Richardson	1.00	54,558	1,420	-	750	-	-	-	No	No	No	No		54,558	2,170
4272	Laine Hinson	1.00	55,016	-	-	750	-	-	-	No	No	No	No		55,016	750
4279	Kelli Nooney	1.00	57,200	-	-	500	-	-	-	No	No	No	No		57,200	500

**INFORMATIONAL
APRIL 16-17, 2025**

ATTACHMENT 1

**Intercollegiate Athletics Compensation Report
Boise State University**

FY24 Budgeted Base Salary and Actual Other Compensation

PCN	Depart/Name/Title	Athletic FTE	Compensation				Contract Bonus			Perks			Multi-Yr Contract	Funding		
			Base Salary	Camps/Clinics	Other	Equip Co	Academic Perform.	Winning Perform.	Post Season Other	Club Memb	Car	Other		State Approp.	Program Revenue	All Other
4280	Alex Semadeni	1.00	46,051	-	600	500	-	-	-	No	No	No	No		46,651	500
4281	Amanda DiEnno	1.00	53,102	2,700	600	500	-	-	-	No	No	No	No		53,702	3,200
4285	Allison Hevner	1.00	52,894	-	2,000	750	-	-	-	No	No	No	No		54,894	750
4297	Kasey Richardson	1.00	55,016	-	-	-	-	-	-	No	No	No	No		55,016	-
4302	Melvin Perry	1.00	48,298	-	-	500	-	-	-	No	No	No	No		48,298	500
4306	Eric Leitinger	1.00	72,405	-	-	500	-	-	-	No	No	No	No		72,405	500
4318	Carlie Cappelen	1.00	46,051	-	500	250	-	-	-	No	No	No	No		46,551	250
4319	Lauren Hazel	1.00	48,402	-	-	500	-	-	-	No	No	No	No		48,402	500
4321	Suzanne Lavender	1.00	67,184	-	-	500	-	-	-	No	No	No	No		67,184	500
4331	Alyssa Perk	1.00	47,195	-	-	500	-	-	-	No	No	No	No		47,195	500
4336	Allison Iverson	1.00	48,090	-	-	500	-	-	-	No	No	No	No		48,090	500
4369	Tyler Haak	1.00	57,200	-	-	500	-	-	-	No	No	No	No		57,200	500
4386	Jonathan Palmer	1.00	45,906	-	-	500	-	-	-	No	No	No	No		45,906	500
4396	Garrett Holle	1.00	60,008	-	450	500	-	-	-	No	No	No	No		60,458	500
4411	Andrew Lillig	1.00	46,051	-	-	500	-	-	-	No	No	No	No		46,051	500
4418	Tellier Lundquist	1.00	46,051	-	5,980	500	-	-	-	No	No	No	No		52,031	500
4121	Jeremy Maines	1.00	51,896	-	12,799	750	-	-	-	No	No	No	No		64,695	750
4427	Allie Lepori	1.00	54,847	-	-	500	-	-	-	No	No	No	No		54,847	500
4440	Morgan Weber	1.00	46,051	-	180	500	-	-	-	No	No	No	No		46,231	500
4449	Vacant	1.00	45,905	-	-	500	-	-	-	No	No	No	No		45,905	500
4903	Matthew Mayer	1.00	82,014	1,000	1,000	1,500	-	-	-	No	No	No	No	82,014	1,000	2,500
4925	Katherine Dores	1.00	75,005	-	500	750	-	-	-	No	No	No	No		75,505	750
4935	Danica Tarabanovic	1.00	50,656	-	-	500	-	-	-	No	No	No	No		50,656	500

Men's Sports																
Football																
1255	Derrick McMahan	1.00	30,014	-	-	500	-	-	-	No	No	No	No		30,014	500
1704	Spencer Danielson	1.00	1,100,008	-	-	3,000	-	25,000	-	No	Yes	No	Yes	1,125,008	3,000	
1705	Stacy Collins	1.00	350,002	1,000	-	2,500	5,500	-	-	No	Yes	No	Yes	355,502	3,500	
1706	Bush Hamdan	1.00	460,013	1,000	-	2,500	10,000	25,000	-	No	Yes	No	Yes	495,013	3,500	
1707	Jabril Frazer	1.00	144,005	1,000	-	2,000	3,000	9,600	-	No	Yes	No	Yes	152,605	3,000	
1708	Erik Chinander	1.00	440,003	1,000	-	2,000	2,599	17,600	-	No	Yes	No	Yes	460,202	3,000	
1728	Jonah Booth	1.00	35,006	-	-	500	-	-	-	No	No	No	No	35,006	500	
1730	Kyle Young	1.00	60,008	-	-	1,000	1,500	3,600	-	No	No	No	No	65,109	1,000	
1752	Dale Holste	1.00	69,410	5,000	-	1,000	-	-	-	No	No	No	No	69,410	6,000	
1757	Steven Schulte	1.00	50,398	1,000	-	500	-	-	-	No	No	No	No	50,398	1,500	
1772	Jaylan Reid	1.00	90,002	-	-	500	-	-	-	No	No	No	No	90,002	500	
1787	Louis Major	1.00	90,002	5,000	-	1,000	4,500	7,200	-	No	Yes	No	No	101,702	6,000	
1886	Lance Anderson	1.00	24,960	-	-	500	-	-	-	No	No	No	No	24,960	500	
1916	Charlotte Siegel	1.00	120,016	2,000	-	1,500	1,500	9,601	-	No	Yes	No	No	131,117	3,500	
3103	James Montgomery	1.00	235,019	1,000	-	2,000	4,875	15,600	-	No	Yes	No	Yes	255,494	3,000	
3109	Demario Warren	1.00	240,011	1,000	-	2,500	6,001	20,800	-	No	Yes	No	Yes	266,812	3,500	
3134	Matthew Miller	1.00	215,010	2,000	-	2,000	8,250	15,600	-	No	Yes	No	Yes	238,860	4,000	
3153	Ben Hilgart	1.00	185,016	-	-	2,000	4,500	14,400	-	No	No	No	Yes	203,916	2,000	
3160	Tyler Stockton	1.00	260,000	1,000	-	2,000	6,499	-	-	No	Yes	No	Yes	266,499	3,000	
3162	Timothy Keane	1.00	260,000	1,000	-	2,000	6,499	18,802	-	No	Yes	No	Yes	285,301	3,000	
3186	Nate Potter	1.00	260,000	1,000	-	2,000	6,800	18,802	-	No	Yes	No	Yes	285,602	3,000	
4147	Brandon Jones	1.00	110,000	-	-	-	2,295	3,301	-	No	No	No	No	115,596	-	
4152	Vacant	1.00	60,008	1,000	-	1,000	-	-	-	No	No	No	No	60,008	2,000	
4159	Marques White	1.00	70,013	1,000	-	500	-	-	-	No	No	No	No	70,013	1,500	
4211	Keaton Davis	1.00	46,051	-	-	500	-	-	-	No	No	No	No	46,051	500	
4267	Dirk Koetter	1.00	24,960	-	-	500	-	-	-	No	No	No	No	24,960	500	
4269	Steven Cooper	1.00	40,019	2,000	-	500	-	-	-	No	No	No	No	40,019	2,500	
4273	Iron Collins	1.00	24,960	-	-	500	-	-	-	No	No	No	No	24,960	500	
4274	Tyler Rausa	1.00	35,006	500	-	500	-	-	-	No	No	No	No	35,006	1,000	
4275	Brian Mullin	1.00	24,960	2,000	-	500	-	-	-	No	No	No	No	24,960	2,500	
4276	Parker Weber	1.00	50,003	-	-	1,000	-	3,301	-	No	No	No	No	53,304	1,000	
4284	Meredith (Butch) Henry	1.00	42,910	-	-	-	-	-	-	No	No	No	No	42,910	-	
5381	Andrew Avalos	1.00	781,253	-	-	-	-	-	-	No	No	No	Yes	781,253	-	
Basketball																
1710	Leon Rice	1.00	950,000	-	-	4,000	-	-	38,001	Yes	Yes	No	Yes	988,001	4,000	
1712	Michael Burns	1.00	194,542	-	-	2,000	-	-	7,782	No	Yes	No	No	202,324	2,000	
1714	Timothy Duryea	1.00	180,003	-	-	2,000	-	-	7,200	No	Yes	No	No	187,203	2,000	
1745	David Moats	1.00	84,011	10,471	-	2,000	-	-	3,360	No	No	No	No	87,372	12,471	
3133	Roberto Bergerson	1.00	140,005	-	-	2,000	-	-	11,200	No	Yes	No	Yes	151,205	2,000	
4254	Lexus Williams	1.00	55,016	3,529	-	500	-	-	2,201	No	No	No	No	57,217	4,029	
4305	Matthew Charles	1.00	50,003	-	-	1,000	-	-	2,000	No	No	No	No	52,003	1,000	
Golf																
3566	David Trainor	1.00	85,010	-	-	4,000	-	-	-	Yes	Yes	No	Yes	85,010	4,000	
1486	Joe Panzeri	1.00	24,960	-	-	2,000	-	-	-	No	No	No	No	24,960	2,000	
Tennis																
3151	Paluka Shields	1.00	90,002	-	-	4,000	4,001	5,601	-	No	Yes	No	Yes	99,604	4,000	
3178	Daniel Hangstefer	1.00	45,011	-	-	2,000	-	-	-	No	No	No	No	45,011	2,000	
Men/Women's Track & Field																
1400	Benjamin Wetli	1.00	65,000	-	-	2,000	4,225	-	2,600	No	No	No	No	71,825	2,000	
1719	Rachel McFarlane	1.00	44,429	-	-	2,000	2,888	-	1,777	No	No	No	No	44,429	4,665	2,000

INFORMATIONAL

APRIL 16-17, 2025

ATTACHMENT 1

Intercollegiate Athletics Compensation Report

Boise State University

FY24 Budgeted Base Salary and Actual Other Compensation

PCN	Depart/Name/Title	Athletic FTE	Compensation				Contract Bonus			Perks			Multi-Yr Contract	Funding		
			Base Salary	Camps/Clinics	Other	Equip Co	Academic Perform.	Winning Perform.	Post Season Other	Club Memb	Car	Other		State Approp.	Program Revenue	All Other
1721	Travis Hartke Assoc Head CC & Asst Track and Field Coach	1.00	65,437	-	-	2,500	4,253	-	2,617	No	No	No	No	65,437	6,871	2,500
2223	Corey Ihmels Head Coach	1.00	165,002	-	-	4,000	6,500	600	2,500	No	Yes	No	Yes	-	174,602	4,000
3177	Gavin O'Neal Assistant Coach	1.00	55,349	-	-	2,000	1,937	-	-	No	No	No	No	55,349	1,937	2,000
4041	Andrew Green Assistant Coach	1.00	34,195	-	-	2,000	1,197	-	-	No	No	No	No	-	35,392	2,000
Women's Sports																
Basketball																
1720	Heather Sower Assistant Coach	1.00	100,734	-	-	2,000	6,044	-	-	No	No	No	No	100,734	6,044	2,000
1744	Breelyn Blanding Director of Operations	1.00	50,024	-	-	1,000	-	-	-	No	No	No	No	50,024	-	1,000
2226	Gordon Presnell Head Coach	1.00	308,110	-	-	4,000	18,000	-	-	No	No	No	Yes	308,110	18,000	4,000
3129	Michael Petrino Assistant Coach	1.00	99,923	-	-	2,000	5,995	-	-	No	No	No	No	99,923	5,995	2,000
3181	Cariann Ramirez Assistant Coach	1.00	100,734	-	-	2,000	6,044	-	-	No	No	No	No	100,734	6,044	2,000
Soccer																
1722	James Thomas Head Coach	1.00	115,003	64,239	-	4,000	-	-	-	No	No	No	Yes	115,003	-	68,239
1723	Elizabeth Ruiz Assistant Coach	1.00	43,950	40,479	-	2,000	-	-	-	No	No	No	No	43,950	-	42,479
1748	Max Weber Associate Head Coach	1.00	52,790	55,000	-	2,500	-	-	-	No	No	No	No	-	52,790	57,500
Volleyball																
1716	Shawn Garus Head Coach	1.00	140,878	6,000	-	4,000	8,453	-	-	No	Yes	No	Yes	140,878	8,453	10,000
3130	Candy Murphy Associate Head Coach	1.00	75,275	7,506	-	2,500	4,517	-	-	No	No	No	Yes	75,275	4,517	10,006
3176	Hayley Peterson Assistant Coach	1.00	52,000	4,000	-	2,000	2,910	-	-	No	No	No	No	52,000	2,910	6,000
4282	Brindl Langley Director of Operations	1.00	46,051	2,000	-	1,000	-	-	-	No	No	No	No	46,051	-	3,000
Beach Volleyball																
1817	Allison Buck Voigt Head Coach	1.00	65,000	-	-	4,000	2,751	-	-	No	No	No	Yes	-	67,751	4,000
4040	Alex Venardos Assistant Coach	1.00	46,509	295	-	2,000	1,825	-	-	No	No	No	No	-	48,334	2,295
Gymnastics																
3164	Patti Murphy Assistant Coach	1.00	43,368	3,750	-	2,000	2,168	-	2,168	No	No	No	No	43,368	4,337	5,750
3174	Tina Bird Head Coach	1.00	96,013	6,450	-	4,000	4,590	-	4,590	No	Yes	No	Yes	96,013	9,179	10,450
4047	Ivan Alexov Associate Head Coach	1.00	82,410	5,200	-	2,500	3,870	-	3,870	No	No	No	Yes	-	90,149	7,700
1573	Lauren Drinane Director of Operations	1.00	46,051	3,263	-	1,000	-	-	-	No	No	No	No	46,051	4,263	-
Tennis																
3163	Sherman Beck Roghaar Head Coach Womens Director	1.00	95,118	-	-	4,000	4,617	-	2,308	No	Yes	No	Yes	95,118	6,925	4,000
3179	Jordan Gobatie Assistant Coach	1.00	54,080	-	-	2,000	-	-	-	No	No	No	No	-	54,080	2,000
Golf																
3127	Kallin Downs Head Coach	1.00	75,005	-	-	4,000	3,376	-	-	No	Yes	No	Yes	75,005	3,376	4,000
4334	Haleigh Krause Assistant Coach	1.00	40,019	-	-	2,000	-	-	-	No	No	No	No	40,019	-	2,000
Softball																
1696	Madison Zerr Assistant Coach Softball	1.00	40,019	-	-	1,000	-	-	-	No	No	No	No	40,019	-	1,000
1737	Justin Shults Head Coach	1.00	110,011	-	-	4,000	4,751	-	6,651	No	Yes	No	Yes	110,011	11,402	4,000
1738	Francis Strub Assistant Coach	1.00	54,517	-	-	2,000	2,375	-	2,375	No	No	No	No	54,517	4,751	2,000
1747	Allison Walljasper Assistant Coach	1.00	65,000	-	-	2,000	3,000	-	3,000	No	No	No	No	65,000	6,001	2,000
Grand Totals		175.00	17,158,512	260,394	76,092	224,000	194,607	224,409	136,202					2,741,051	15,048,770	484,394

Intercollegiate Athletics Compensation Report
Boise State University
FY25 Est Base Salary and Other Compensation

PCN	Depart/Name/Title	Athletic FTE	Compensation				Contract Bonus			Perks			Multi-Yr Contract	Funding			Salary Annualized Change	
			Base Salary	Camps/ Clinics	Other	Equip Co	Academic Perform.	Winning Perform.	Post Season Other	Club Memb	Car	Other		State Approp.	Program Revenue	All Other		
	Athletic Administration																	
1349	Chris Kutz Associate Athletic Director, Strategic Communication	1.00	105,019	-	-	2,000	-	-	-	-	No	No	No	No		105,019	2,000	9%
1010	Macee Harris Assistant Athletic Director	1.00	50,003	-	-	-	-	-	-	-	No	No	No	No		50,003	-	New
1421	Patrick Walsh Assistant AD, Athletic Media Relations (FB)	1.00	70,013	-	-	1,000	-	-	-	-	No	No	No	No		70,013	1,000	0%
1523	Kathryn Chase NCAA Compliance (Financial Aid)	1.00	61,508	-	-	-	-	-	-	-	No	No	No	No	61,508	-	-	3%
1584	Jamie Pepper Assistant Director, Sports Nutrition	1.00	63,981	-	-	500	-	-	-	-	No	No	No	No		63,981	500	3%
1629	David Dietrich Assistant Director, Athletic Media Relations	1.00	47,528	-	300	500	-	-	-	-	No	No	No	No		47,828	500	3%
1631	Jeremy Fairbanks Director, Sports Turf Operations	1.00	82,014	-	-	500	-	-	-	-	No	No	No	No		82,014	500	0%
1647	Denilson Suarez Assistant Director - Event Operations	1.00	47,382	-	500	500	-	-	-	-	No	No	No	No		47,882	500	3%
1662	Levi Stuart Director of Operations, BOAS	1.00	47,320	-	-	500	-	-	-	-	No	No	No	No		47,320	500	New
1686	Kasey Huntington Budget Analyst	1.00	61,984	-	-	500	-	-	-	-	No	No	No	No	61,984	-	500	3%
1700	Heather Berry Sr. Associate AD, HR Services & Chief of Staff	1.00	134,118	-	600	2,500	-	-	-	-	No	No	No	No		134,718	2,500	3%
1701	Jeremiah Dickey Executive Director, Athletics	1.00	465,000	-	204,000	4,000	35,000	20,000	70,000	Yes	Yes	No	Yes	Yes		794,000	4,000	8%
1711	Marc Paul Assoc AD Sports Performance Health & Wellness	1.00	110,490	-	-	2,000	-	-	-	-	No	No	No	No		110,490	2,000	3%
1715	Tyler Smith Director SPHW	1.00	78,125	-	-	750	-	-	-	-	No	No	No	No	78,125	-	750	0%
1717	Christina Van Tol Sr Associate AD, SWA	1.00	152,630	-	-	2,500	-	-	-	-	No	Yes	No	No	152,630	-	2,500	3%
1724	Kelsey Messer Head Cheer/Dance Coach	1.00	46,779	-	-	1,000	-	-	-	-	No	No	No	No		46,779	1,000	0%
1725	Krysta Fryer Assistant Athletic Trainer	1.00	53,581	-	-	500	-	-	-	-	No	No	No	No		53,581	500	3%
1726	Garrett Heile Assistant AD, SPHW - Football	1.00	100,610	-	-	1,000	-	-	-	-	No	No	No	No		100,610	1,000	-6%
1727	Doug Link Associate Director, Athletic Media Relations	1.00	57,907	-	300	500	-	-	-	-	No	No	No	No		58,207	500	3%
1736	Cameron Howard Director of Community & Fan Engagement	1.00	63,794	-	400	750	-	-	-	-	No	No	No	No		64,194	750	3%
1739	Garrett Ton Assistant AD, Facility Operations	1.00	81,931	-	-	1,000	-	-	-	-	No	No	No	No		81,931	1,000	3%
1740	Craig Lawson Assistant AD, Athletic Media Relations	1.00	72,134	-	-	-	-	-	-	-	No	No	No	No		72,134	-	3%
1741	Christopher Nichol Assistant AD, Academic Services	1.00	66,706	-	-	1,000	-	-	-	-	No	No	No	No	66,706	-	1,000	3%
1743	Naomi Lam Assistant Business Manager	1.00	54,704	-	-	500	-	-	-	-	No	No	No	No		54,704	500	3%
1749	Matthew Schofield Assistant Athletic Trainer	1.00	52,146	-	-	500	-	-	-	-	No	No	No	No		52,146	500	3%
1751	Jordan Freney Assistant AD, Operations & Capital Projects	1.00	74,922	-	4,000	1,000	-	-	-	-	No	No	No	No		78,922	1,000	3%
1753	Raul Ibarra Assistant Director, Athletic Equipment Operations	1.00	54,652	-	900	500	-	-	-	-	No	No	No	No		55,552	500	3%
1758	Lucas Johnson Assistant Director, Sports Perf. Coach	1.00	55,016	-	-	750	-	-	-	-	No	No	No	No		55,016	750	19%
1760	Taylor Harding Assistant Athletic Trainer	1.00	53,581	-	-	500	-	-	-	-	No	No	No	No		53,581	500	3%
1761	Justin Huynh Associate Director, Sports Performance Coach	1.00	50,003	-	-	500	-	-	-	-	No	No	No	No		50,003	500	15%
1763	Jordan Beasley Associate Sports Info Director	1.00	65,000	-	-	500	-	-	-	-	No	No	No	No		65,000	500	23%
1764	Justin LaChapelle Assistant Director, IT Systems	1.00	65,458	-	-	750	-	-	-	-	No	No	No	No		65,458	750	3%
1767	Matthew Sterling Assistant AD, Athletic Equipment Operations	1.00	71,406	-	-	1,000	-	-	-	-	No	No	No	No		71,406	1,000	3%
1768	Christopher Mitchell Director, Creative Services	1.00	82,014	-	-	750	-	-	-	-	No	No	No	No		82,014	750	38%
1769	James Carfen Assistant Director, Ticket Operations & Data Analytics	1.00	54,038	-	700	-	-	-	-	-	No	No	No	No		54,738	-	3%
1770	Justin Roberts Director of Development, Varsity B	1.00	47,320	-	-	500	-	-	-	-	No	No	No	No		47,320	500	-12%
1773	Brandon Voigt Director, Athletic Training - Football	1.00	78,874	-	-	750	-	-	-	-	No	No	No	No		78,874	750	3%
1776	Jordan Britton Business Manager	1.00	67,080	-	500	750	-	-	-	-	No	No	No	No	67,080	500	750	3%
1797	Hope Bowman Assistant Director, Guest Services	1.00	47,320	-	500	500	-	-	-	-	No	No	No	No		47,820	500	3%
1834	Katie Macare Assistant Director, Graphic Design	1.00	48,402	-	-	500	-	-	-	-	No	No	No	No		48,402	500	0%
1941	Rachel Phinney Associate Director, Sports Performance Coach	1.00	47,008	-	-	500	-	-	-	-	No	No	No	No		47,008	500	-5%
2403	Stephanie Donaldson Director, Athletic Performance Psychology	1.00	115,565	-	-	1,000	-	-	-	-	No	No	No	No		115,565	1,000	3%
3005	Sophia Kallas Assistant Director, Events & Donor Relations	1.00	47,320	-	-	1,000	-	-	-	-	No	No	No	No		47,320	1,000	3%
3064	Kiersten Hart Assistant Director, Creative Services (Post-Production)	1.00	48,610	-	-	1,000	-	-	-	-	No	No	No	No		48,610	1,000	-40%
3110	Alissa Lauer Academic Advisor	1.00	51,251	-	-	500	-	-	-	-	No	No	No	No		51,251	500	3%
3125	Joshua Bender Assistant AD, Marketing & Community Engagement	1.00	69,329	-	1,300	1,000	-	-	-	-	No	No	No	No		70,629	1,000	3%
3132	Jennifer Belomy Assistant AD, Compliance	1.00	79,851	-	-	1,000	-	-	-	-	No	No	No	No		79,851	1,000	3%
3145	Gabe Rosenvall Associate AD, Student-Athlete Academic Services	1.00	104,042	-	-	2,000	-	-	-	-	No	No	No	No	104,042	-	2,000	3%
3167	Sara Swanson Whites Associate AD, Student-Athlete Development	1.00	82,326	-	-	2,000	-	-	-	-	No	No	No	No		82,326	2,000	3%
3188	Jacob Howell Director, Donor Relations & Events	1.00	59,717	-	-	750	-	-	-	-	No	No	No	No		59,717	750	3%
3502	Andy Alkison Director, Ath Info & Digital Tech	1.00	87,901	-	-	1,000	-	-	-	-	No	No	No	No		87,901	1,000	3%
3529	Jodie Faulk Director of Compliance	1.00	55,307	-	-	750	-	-	-	-	No	No	No	No		55,307	750	3%
3530	Tyler Whitmer Assistant AD, SPHW - Olympic Sports Perform	1.00	92,893	-	-	1,500	-	-	-	-	No	No	No	No		92,893	1,500	12%
3545	Chris Apenbrink Assistant Director, Ticket Operations	1.00	51,958	-	300	500	-	-	-	-	No	No	No	No		52,258	500	3%
3549	Nathan Burk Sr. Associate AD, Compliance	1.00	134,118	-	5,000	2,500	-	-	-	-	No	No	No	No		139,118	2,500	3%
3563	Eric Kile Director, Student Athlete Learning Center	1.00	61,859	-	-	750	-	-	-	-	No	No	No	No	61,859	-	750	3%
3805	Keita Shimada Assistant AD, SPHW - Olympic Sports Medicine	1.00	92,893	-	-	1,500	-	-	-	-	No	No	No	No		92,893	1,500	12%
3806	Abigail Bass Associate Athletic Trainer	1.00	54,642	-	600	500	-	-	-	-	No	No	No	No		55,242	500	3%
3950	Rene Barraza Asst Manager, Athletic Events and Facilities	1.00	57,158	-	2,000	500	-	-	-	-	No	No	No	No		59,158	500	3%
3970	Syngia Larson Director of Student Athl Med Supprt Services	1.00	57,429	-	-	750	-	-	-	-	No	No	No	No		57,429	750	3%
4030	Andrew Bondi Director of Ticket Operations	1.00	59,720	-	1,500	750	-	-	-	-	No	No	No	No		61,220	750	3%
4149	McKenna Drevno Assistant Athletic Trainer - FB	1.00	54,038	-	-	500	-	-	-	-	No	No	No	No		54,038	500	3%
4165	Dane Clark Assistant Business Manager	1.00	51,314	-	-	500	-	-	-	-	No	No	No	No	51,314	-	500	3%
4174	Cody Gougler Sr. Associate AD, External Affairs	1.00	134,118	-	-	2,500	-	-	-	-	No	Yes	No	No		134,118	2,500	3%
4185	Jake Mankin Associate AD, Ticket Sales & Operations	1.00	108,035	-	750	2,000	-	-	-	-	No	No	No	No		108,785	2,000	3%
4198	Jacob Isaacson Assistant Director, Graphic Design	1.00	51,605	-	-	500	-	-	-	-	No	No	No	No		51,605	500	3%
4201	Sarah Hastings Academic Advisor	1.00	51,251	-	-	500	-	-	-	-	No	No	No	No		51,251	500	3%
4202	Samantha Wiede Director, Sports Nutrition	1.00	78,603	-	-	1,000	-	-	-	-	No	No	No	No		78,603	1,000	3%
4218	David Slemmer Assistant Director, Events - SSC	1.00	47,320	-	500	500	-	-	-	-	No	No	No	No		47,820	500	3%
4221	Chris Hall Director, Guest Services	1.00	57,158	-	4,000	500	-	-	-	-	No	No	No	No		61,158	500	3%
4242	Justin Rogers Assistant AD, Ticket Sales & Service	1.00	87,443	-	-	1,000	-	-	-	-	No	No	No	No		87,443	1,000	3%
4246	Gade White Assistant Director, Development	1.00	55,016	-	-	500	-	-	-	-	No	No	No	No		55,016	500	19%
4260	Daniel Calhoun Assistant Director, Ticket Sales & Service	1.00	48,734	-	15,000	500	-	-	-	-	No	No	No	No		63,734	500	3%
4268	Matty Richardson Associate Athletic Trainer	1.00	65,000	-	-	750	-	-	-	-	No	No	No	No		65,000	750	19%
4272	Laine Hinson Assistant Director, Athletic Personnel Services	1.00	56,430	-	-													

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			Base Salary	Camps/Clinics	Other	Equip Co	Academic Perform.	Winning Perform.	Post Season Other	Club Memb	Car	Other		State Approp.	Program Revenue	All Other			
4318	Carlie Caspelein	Assistant Director, Events - SSC	1.00	47,320	-	-	500	-	-	-	-	No	No	No	No	-	47,820	500	3%
4457	Alexander Powell	Director, Graphic Design	1.00	56,014	-	-	500	-	-	-	-	No	No	No	No	-	56,014	500	New
4321	Suzanne Lavender	Assistant AD, Strategic Communications	1.00	69,326	-	-	500	-	-	-	-	No	No	No	No	-	69,326	500	3%
4331	Alyssa Perk	Associate Director Marketing	1.00	48,422	-	-	500	-	-	-	-	No	No	No	No	-	48,422	500	3%
4336	Allison Iverson	Assistant Director, Business Dev & Revenue Innovat	1.00	49,483	-	-	500	-	-	-	-	No	No	No	No	-	49,483	500	3%
4369	Tyler Haak	Director, Creative Services	1.00	58,906	-	-	500	-	-	-	-	No	No	No	No	-	58,906	500	3%
4386	Jonathan Palmer	Assistant Director, Creative Services	1.00	48,610	-	-	500	-	-	-	-	No	No	No	No	-	48,610	500	6%
4396	Michael Fanning	Associate Athletic Trainer - FB	1.00	50,003	-	-	500	-	-	-	-	No	No	No	No	-	50,003	500	-17%
4411	Andrew Lillig	Assistant Director Marketing & Promotions	1.00	47,320	-	-	500	-	-	-	-	No	No	No	No	-	47,320	500	3%
4418	Tellier Lundquist	Assistant Director, Ticket Sales & Service	1.00	47,320	-	-	500	-	-	-	-	No	No	No	No	-	62,320	500	3%
4121	Jeremy Malnes	Director, Ticket Sales & Service	1.00	53,456	-	-	15,000	750	-	-	-	No	No	No	No	-	68,456	750	3%
4427	Allie Lepori	Special Assistant to the Athletic Director	1.00	56,696	-	-	500	-	-	-	-	No	No	No	No	56,596	-	500	3%
4440	Morgan Weber	Assistant Director, Compliance	1.00	47,382	-	-	500	-	-	-	-	No	No	No	No	-	47,382	500	3%
4449	Vacant	Photographer	1.00	45,905	-	-	500	-	-	-	-	No	No	No	No	-	45,905	500	0%
4460	Colby Harms	Director, Strategic Communications & Brand Advanc	1.00	56,514	-	-	750	-	-	-	-	No	No	No	No	-	56,514	750	New
4474	Jack Kreuger	Assistant Director Sports Performance	1.00	45,011	-	-	500	-	-	-	-	No	No	No	No	-	45,011	500	New
4477	Alex Becarril	Assistant Director, Creative Services (Post-Product	1.00	48,610	-	-	500	-	-	-	-	No	No	No	No	-	48,610	500	New
4903	Matthew Mayer	Sr. Assistant AD, Business Operations	1.00	84,614	-	-	1,000	1,500	-	-	-	No	No	No	No	84,614	1,000	1,500	3%
4925	Katherine Doers	Assistant AD, Athletic Personnel Services	1.00	77,397	-	-	500	750	-	-	-	No	No	No	No	-	77,897	750	3%
4935	Danica Tarabanovic	Assistant Athletic Trainer	1.00	52,146	-	-	500	-	-	-	-	No	No	No	No	-	52,146	500	3%

Men's Sports																			
Football																			
1255	Derrick McMahan	Special Teams Quality Control	1.00	30,014	3,000	-	500	-	-	-	-	No	No	No	No	-	30,014	3,500	0%
1704	Spencer Danielson	Head Coach	1.00	1,100,008	-	-	3,500	-	198,001	198,001	-	No	Yes	No	Yes	-	1,496,011	3,500	0%
1705	Stacy Collins	Assistant Coach	1.00	350,002	1,000	-	2,500	-	35,000	63,000	-	No	Yes	No	Yes	-	448,002	3,500	0%
1706	Dirk Koetter	Assistant Coach	1.00	460,013	-	-	2,500	-	46,001	82,802	-	No	Yes	No	Yes	-	588,816	2,500	0%
1707	Jabril Frazier	Assistant Coach	1.00	140,005	1,000	-	2,000	7,200	14,000	25,201	-	No	Yes	No	Yes	-	186,406	3,000	0%
1708	Erk Chinander	Defensive Coordinator	1.00	440,003	1,000	-	2,500	7,400	44,000	79,201	-	No	Yes	No	Yes	-	570,604	3,500	0%
1728	Jonah Booth	Assistant Coach, FB Strength & Conditioning	1.00	35,006	1,000	-	500	-	-	2,801	-	No	No	No	No	-	37,807	1,500	0%
1730	Kyle Young	Director of Recruiting Football	1.00	60,008	1,000	-	1,000	3,600	6,001	4,801	-	No	No	No	No	-	74,410	2,000	0%
1752	Dale Holste	Assoc Dir, Athletic Equipment Operations	1.00	71,178	5,000	-	1,000	-	-	5,694	-	No	No	No	No	-	76,872	6,000	3%
1757	Steven Schulte	Asst Director Athletic Equipment Operations	1.00	51,854	2,000	-	500	-	-	4,148	-	No	No	No	No	-	56,003	2,500	3%
1772	Jaylan Reid	Assistant Coach, Strength & Conditioning/Football	1.00	90,002	-	-	500	-	-	7,200	-	No	No	No	No	-	97,202	500	0%
1787	Louis Major	Director Football External Relations	1.00	90,002	12,000	-	1,000	5,400	9,000	16,200	-	No	Yes	No	No	-	120,602	13,000	0%
1886	Lance Anderson	Offensive SR Analyst Football	1.00	24,960	-	-	500	-	-	-	-	No	No	No	No	-	24,960	500	0%
1916	Charlotte Siegel	Assistant AD / Chief of Staff, Football	1.00	120,016	2,000	-	1,750	7,201	12,002	21,603	-	No	Yes	No	No	-	160,821	3,750	0%
3103	James Montgomery	Assistant Coach	1.00	235,019	1,000	-	2,000	9,400	23,502	42,903	-	No	Yes	No	Yes	-	310,225	3,000	0%
3109	Demario Warren	Assistant Coach	1.00	240,011	1,000	-	2,000	4,200	24,001	43,202	-	No	Yes	No	Yes	-	311,414	3,000	0%
3134	Matthew Miller	Assistant Coach	1.00	215,010	1,000	-	2,000	9,400	21,501	38,702	-	No	Yes	No	Yes	-	284,412	3,000	0%
3153	Ben Hilgart	Director, Sports Perf Coach FB	1.00	185,016	-	-	2,000	10,600	18,502	33,303	-	No	No	No	Yes	-	247,420	2,000	0%
3160	Tyler Stockton	Assistant Coach	1.00	260,000	1,000	-	2,000	-	26,000	46,800	-	No	Yes	No	Yes	-	332,800	3,000	0%
3162	Timothy Keane	Assistant Coach	1.00	260,000	1,000	-	2,000	6,198	26,000	46,800	-	No	Yes	No	Yes	-	338,998	3,000	0%
3186	Nate Potter	Assistant Coach	1.00	260,000	1,000	-	2,000	6,198	26,000	46,800	-	No	Yes	No	Yes	-	338,998	3,000	0%
4147	Brandon Jones	General Manager	1.00	110,011	-	-	1,750	-	11,001	19,802	-	No	No	No	No	-	140,814	1,750	0%
4159	Marques White	Asst Dir Sports Performance Coach FB	1.00	70,013	-	-	500	-	-	5,601	-	No	No	No	No	-	75,614	500	0%
4211	Keaton Davis	Football Operations Coordinator	1.00	47,320	2,000	-	500	-	-	3,786	-	No	No	No	No	-	51,106	2,500	3%
4267	Dirk Koetter	Senior Football Analyst	1.00	24,960	-	-	500	-	-	-	-	No	No	No	No	-	24,960	500	0%
4269	Steven Cooper	Offensive Analyst	1.00	40,019	2,000	-	500	-	-	1,500	-	No	No	No	No	-	41,519	2,500	0%
4273	Ron Collins	Senior Football Analyst	1.00	24,960	-	-	500	-	-	-	-	No	No	No	No	-	24,960	500	0%
4274	Tyler Rausa	Special Teams Coaching Asst.	1.00	45,011	2,000	-	500	-	-	1,500	-	No	No	No	No	-	46,511	2,500	29%
4275	Brian Mullin	Defensive Coaching Assistant	1.00	24,960	3,000	-	500	-	-	1,500	-	No	No	No	No	-	26,460	3,500	0%
4276	Parker Weber	Dir. FB Video/Technology	1.00	50,003	-	-	1,000	-	5,000	4,000	-	No	No	No	No	-	59,004	1,000	0%
4284	Meredith (Butch) Henry	Athletic Operations Coordinator	1.00	42,910	-	-	-	-	-	-	-	No	No	No	No	-	42,910	-	0%
4467	Bailey Hawkins	Assistant to Head Football Coach	1.00	46,051	-	-	500	-	-	1,500	-	No	No	No	No	-	47,551	500	New
5381	Andrew Avalos	Head Football Coach	1.00	793,525	-	-	-	-	-	-	-	No	No	No	Yes	-	793,525	-	2%
Basketball																			
1710	Leon Rice	Head Coach	1.00	1,000,002	-	-	4,000	38,001	-	-	-	Yes	Yes	No	Yes	-	1,038,002	4,000	5%
1712	Michael Burns	Associate Head Coach	1.00	224,557	-	-	2,000	7,782	-	-	-	No	Yes	No	No	-	232,339	2,000	15%
1714	Timothy Duryea	Assistant Coach	1.00	198,016	-	-	2,000	7,200	-	-	-	No	Yes	No	No	-	205,216	2,000	10%
1745	David Motts	Director of Recruiting, MBB	1.00	100,027	6,699	-	2,000	3,360	-	-	-	No	No	No	No	-	103,388	6,699	19%
3133	Roberto Bergerson	Assistant Coach	1.00	156,021	-	-	2,000	5,600	-	-	-	No	Yes	No	Yes	-	161,621	2,000	11%
4254	Lexus Williams	Coaching Assistant	1.00	65,021	3,780	-	2,000	2,201	-	-	-	No	No	No	No	-	67,221	5,780	18%
4305	Matthew Charles	Director of Operations	1.00	60,008	6,699	-	1,000	2,000	-	-	-	No	No	No	No	-	62,008	7,699	20%
Golf																			
3566	David Trainor	Head Coach	1.00	90,002	-	-	4,000	-	-	-	-	Yes	Yes	No	Yes	-	90,002	4,000	6%
1486	Joe Panzerl	Assistant Coach	1.00	24,960	-	-	2,000	-	-	-	-	No	No	No	No	-	24,960	2,000	0%
Tennis																			
3151	Paluka Shields	Head Coach	1.00	95,014	-	-	4,000	4,500	6,300	-	-	No	Yes	No	Yes	-	105,815	4,000	6%
3178	Daniel Hangstefer	Associate Head Coach	1.00	50,003	-	-	2,000	2,251	3,151	-	-	No	No	No	No	-	55,405	2,000	11%
Men/Women's Track & Field																			
1400	Mark Badowsky	Asst Head CC & Asst Track and Field Coach	1.00	72,175	-	-	2,000	-	-	2,887	-	No	No	No	No	-	75,062	2,000	11%
1719	Kelsey Bethausser	Asst Coach	1.00	60,008	-	-	500	-	-	2,400	-	No	No	No	No	60,008	2,400	500	35%
1721	Emma Wren	Assoc Head CC & Asst Track and Field Coach	1.00	72,218	-	-	2,500	-	-	2,889	-	No	No	No	No	72,218	2,889	2,500	10%
2223	Pat McCurry	Head Coach	1.00	105,019	-	-	4,000	-	-	4,201	-	No	Yes	No	Yes	-	109,220	4,000	-36%
4041	Andrew Green	Assistant Coach	1.00	60,008	-	-	2,000	1,026	-	2,400	-	No	No	No	No	-	63,434	2,000	75%

Women's Sports																			
Basketball																			
1720	Heather Sower	Assistant Coach	1.00	107,141	1,250	-	2,000	6,044	-	-	-	No	No	No	Yes	107,141	6,044	3,250	6%
1744	Breelyn Blanding	Director of Operations	1.00	60,029	1,750	-	1,000	3,001	-	-	-	No	No	No	No	60,029	3,001	2,750	20%

Intercollegiate Athletics Compensation Report
Boise State University
FY25 Est Base Salary and Other Compensation

PCN	Depart/Name/Title	Athletic FTE	Compensation				Contract Bonus			Perks			Multi-Yr Contract	Funding			Salary Annualized Change	
			Base Salary	Camps/Clinics	Other	Equip Co	Academic Perform.	Winning Perform.	Post Season Other	Club Memb	Car	Other		State Approp.	Program Revenue	All Other		
2226	Gordon Preshnell Head Coach	1.00	308,110	-	-	4,000	18,000	-	3,000	No	No	No	Yes	-	329,110	4,000	0%	
3129	Michael Petruo Assistant Coach	1.00	107,141	1,250	-	2,000	5,995	-	-	No	No	No	Yes	107,141	5,995	3,250	7%	
3181	Cariann Ramirez Assistant Coach	1.00	107,141	1,750	-	2,000	6,044	-	-	No	No	No	Yes	107,141	6,044	3,750	6%	
4479	Jackie Robinson Assistant Coach	1.00	42,016	-	-	2,000	-	-	-	No	No	No	No	42,016	-	2,000	New	
Soccer																		
1722	James Thomas Head Coach	1.00	115,003	44,511	-	4,000	5,500	5,750	-	No	No	No	Yes	115,003	11,250	48,511	0%	
1723	Elizabeth Ruiz Assistant Coach	1.00	43,950	18,521	-	2,000	1,897	2,198	-	No	No	No	No	43,950	4,094	20,521	0%	
1748	Max Weber Associate Head Coach	1.00	52,790	25,000	-	2,500	2,640	2,640	-	No	No	No	No	-	58,069	27,500	0%	
4460	Grace Hancock Assistant Coach	1.00	34,008	-	-	-	-	-	-	No	No	No	No	34,008	-	-	New	
Volleyball																		
1716	Shawn Garus Head Coach	1.00	140,878	8,489	-	4,000	8,453	-	-	No	Yes	No	Yes	140,878	8,453	12,489	0%	
3130	Candy Murphy Associate Head Coach	1.00	75,275	8,000	-	2,500	4,517	-	-	No	No	No	Yes	75,275	4,517	10,500	0%	
3176	Hayley Peterson Assistant Coach	1.00	52,000	8,000	-	2,000	3,120	-	-	No	No	No	No	52,000	3,120	10,000	0%	
4282	Brendi Langley Director of Operations	1.00	46,051	20,000	-	1,000	2,763	-	-	No	No	No	No	46,051	2,763	21,000	0%	
Beach Volleyball																		
1817	Allison Buck Voigt Head Coach	1.00	68,266	530	-	2,000	3,250	-	-	No	No	No	Yes	-	-	71,516	2,530	5%
4040	Alex Venardos Assistant Coach	1.00	50,003	950	-	2,000	2,325	-	-	No	No	No	No	-	-	52,329	2,950	8%
Gymnastics																		
3164	Patti Murphy Assistant Coach	1.00	43,368	2,000	-	2,000	2,168	-	2,168	No	No	No	No	43,368	4,337	4,000	0%	
3174	Tina Bird Head Coach	1.00	100,818	11,850	-	4,000	4,801	-	4,801	No	Yes	No	Yes	100,818	9,601	15,850	5%	
4047	Ivan Alexov Associate Head Coach	1.00	82,410	9,450	-	2,500	4,120	-	4,120	No	No	No	Yes	-	90,651	11,950	0%	
1573	Hope Masiado Director of Operations	1.00	47,320	3,600	-	1,000	-	-	-	No	No	No	No	-	47,320	4,600	3%	
Tennis																		
3163	Sherman Beck Roghaar Head Coach/Director of Tennis	1.00	97,989	-	-	4,000	4,756	3,329	-	No	Yes	No	Yes	97,989	8,085	4,000	3%	
3179	Errol Smith Assistant Coach	1.00	54,080	-	-	2,000	2,704	-	-	No	No	No	No	-	56,784	2,000	0%	
Golf																		
3127	Kalin Downs Head Coach	1.00	78,770	-	-	4,000	3,750	-	-	No	Yes	No	Yes	78,770	3,750	4,000	5%	
4334	Haleigh Krause Assistant Coach	1.00	40,019	-	-	2,000	2,001	-	-	No	No	No	No	40,019	2,001	2,000	0%	
Softball																		
1696	Terra McGowan Assistant Coach	1.00	40,019	-	-	1,000	-	-	-	No	No	No	Yes	40,019	-	1,000	0%	
1737	Justin Shults Head Coach	1.00	120,016	-	-	4,000	-	-	-	No	Yes	No	No	-	120,016	4,000	9%	
1738	Francis Strub Assistant Coach	1.00	54,517	-	-	2,000	-	-	-	No	No	No	No	54,517	-	2,000	0%	
1747	Allison Walljasper Assistant Coach	1.00	65,000	-	-	2,000	-	-	-	No	No	No	No	65,000	-	2,000	0%	
Grand Totals		179.00	17,802,798	228,080	280,250	227,750	283,568	588,881	946,618					2,429,816	17,472,299	455,830		

Intercollegiate Athletics Compensation Report Idaho State University FY 2024 Actual Compensation

Depart/Name/Title	Athletic FTE	Compensation				Contract Bonuses			Perks			Multi-Yr Contract	Funding			
		Base Salary**	Camps/Clinics	Media	Equip Co & Other	Academic Perform.	Winning Perform..	Other	Club Mbership	Car	Other		State Approp.	Program Revenue	All Other	
Athletic Administration:																
x Pauline Thiros		Athletic Director	0.72	192,925				15,500	5,000	8,000	Yes	Yes	Yes	221,425		5,000
x Robyn Sharp		Sr Assc AD Int Op&Sprt Prf/SWA	1.00	104,928									No	104,928		
x Jonathan Match		Assoc AD Sports Info, Media Relations and	1.00	64,800									No			
x Ryan Cheney		Asst Director for Sports & Game Ops	1.00	46,106									No	46,106		
x Natalie Christensen		Registered Dietician	0.25	16,319									No		16,319	
x Marilyn Anderton		Insurance Coordinator	0.50	21,539									No		21,539	
x Brandon Stephens		Dir of Strength & Conditioning	1.00	72,759									No	52,392	17,231	
x Brandon Rodewald		Asst Dir of Strength and Conditioning	1.00	60,724									No	3,383	54,511	
x Caroline Lipka	A	Director of Sports Marketing	1.00	50,192									No		50,192	
x Evan Bates	B	Director of Sports Marketing	0.06	2,836									No		2,836	
x Thomas Renner	A	Athletic Equipment Manager	0.66	43,867									No	43,867		
x Ryan Barker	B	Athletic Equipment Manager	0.34	19,395									No	19,395		
x Spencer Salvesen		Senior Maint. Craftsman/Game Ops	0.50	17,761									No		17,761	
x Melissa Dixon		Admin Assistant	1.00	38,907									No	38,907		
x Becky Naber		Mgmt Assistant	1.00	55,039									No	55,039		
Men's Sports																
Football																
x Cody Hawkins	A	Hd Coach	1.00	195,678								Yes	Yes	195,678		0
x Jacob Thomas		Asst. Coach	1.00	70,046	900								No	53,207	16,839	900
x Daniel Kuhn		Director of Football Ops	0.43	12,814									No		12,814	0
x Jarrett Meeker		Video Coordinator	1.00	31,372	4,500								No	1,353	30,019	4,500
x Devin Holiday		Asst Coach	1.00	41,027	2,400								No	41,027		2,400
x Jeffrey Pitman	A	Asst. Coach	1.00	66,716								Yes	No	31,895	34,821	0
x James Blevins		Asst. Coach	0.43	21,356									No	11,746	9,610	0
x Jesse Thompson		Asst Coach	0.72	44,808									No	44,808		0
x Danny Hawkins	B	Asst Coach	0.04	1,158									No	1,158		0
x Kody Hensley	A	Asst Coach	0.71	27,355	8,500								No	27,355		8,500
x Kolney Cassel	B	Asst Coach	0.44	17,921									No	17,921		0
x Joshua Mondt	A	Asst Coach	0.56	19,519	900								No	19,519		900
x Scott Thiessen		Asst Coach	1.00	60,038	900								No	60,038		900
x John Hughes	B	Asst Coach	0.49	34,475									No	34,475		0
x Mark Weber	A	Asst. Coach	0.50	37,212									No	37,212		0
x Joshua Runda		Asst. Coach	1.00	85,056	900								No	85,056		900
x Korey Rush	A	Asst. Coach	0.64	25,538	900								No	6,385	19,154	900
x Cody Crawford	B	Asst Coach	0.32	11,314									No	3,233	8,082	0
x Keith Price		Asst Coach	1.00	40,022	900								No	22,344	17,768	900
x Nicholas Alaimalo		Asst. Coach	1.00	58,085	900								No	53,961	4,124	900
Basketball																
x Ryan Looney		Hd Coach	0.96	120,940	8,000					15,000		Yes	Yes	120,940	15,000	8,000
x George Eustachy		Asst Coach	1.00	45,231	5,000								No			5,000
x Cameron Clark	A	Asst Coach	0.74	31,177	5,000								No	30,226	951	5,000
x Devin Kastrup	B	Asst Coach	0.13	6,356									No	5,176	1,180	0
x Jose White		Asst Coach	1.00	61,985	5,000								No	61,985		
Tennis																
x Oliver Good		Hd Coach	1.00	45,678				2,000					Yes	45,678	2,000	0

(A) = indicates previous coach / employee
(B) = indicates current coach / employee

Intercollegiate Athletics Compensation Report Idaho State University FY 2024 Actual Compensation

Depart/Name/Title	Athletic FTE	Compensation	Compensation			Contract Bonuses			Perks			Multi-Yr Contract	Funding		
			Base Salary**	Camps/Clinics	Media	Equip Co & Other	Academic Perform.	Winning Perform..	Other	Club Mbership	Car		Other	State Approp.	Program Revenue
Track & Field															
x Hillary L. Merkley		Hd Coach	0.46	34,726	4,921						Yes	Yes	34,726		4,921
x Drew Jones	A	Asst Coach	0.15	3,609	2,335						No	No	3,609		2,335
x Marcia Mecklenberg	B	Asst Coach	0.43	20,498							No	No	20,498		
x Joseph Silvers		Asst Coach	0.50	23,915	5,024						No	No	23,915		5,024
Cross Country															
x Nathan Houle		Hd Coach	0.92	29,958	4,309						No	No	29,958		4,309
Women's Sports															
Basketball															
x Seton Sobolewski		Hd Coach	0.96	135,075			8,000	10,000		Yes	Yes	Yes	135,075	18,000	0
x Maiya Michel	A	Asst Coach	0.96	60,363	175						No	No	60,363		175
x Jason Alvine	B	Asst Coach	0.08	3,493							No	No	3,493		0
x Dora Goles		Asst Coach	1.00	43,414	2,913						No	No	43,414		2,913
x Olivia Luu		Asst Coach	1.00	50,515	1,075						No	No	45,765	4,750	1,075
Volleyball															
x Sean Carter		Hd Coach	1.00	73,745	11,150		700				Yes	Yes	73,745	700	11,150
x Chelsea Scott		Asst Coach	1.00	44,476	11,150						No	No	44,476		11,150
x Elizabeth Field	B	Asst Coach	0.09	2,914							No	No	2,550	364	0
x Andri Dewey	A	Asst Coach	0.87	27,260	4,500						No	No	27,260		4,500
Tennis															
x Gretchen Maloney		Hd Coach	0.92	54,330				3,000			Yes	Yes	54,330	3,000	0
Track & Field															
x Hillary L. Merkley		Hd Coach	0.46	34,726			1,250			Yes	Yes	Yes	34,726	1,250	0
x Drew Jones	A	Asst Coach	0.15	3,609							No	No	3,609	0	0
x Marcia Mecklenberg	B	Asst Coach	0.67	20,498							No	No	20,498		0
x Joseph Silvers		Asst Coach	0.50	23,915							No	No	23,915		0
Golf															
x Todd Loveland		Hd Coach	1.00	44,685							Yes	Yes	25,841	18,844	0
Cross Country															
x Nathan Houle		Hd Coach	0.92	29,958							No	No	29,958		0
Soccer															
x Dustin Downey		Hd Coach	1.00	70,306							Yes	Yes	70,306	0	0
x Jack Curtin		Asst Coach	0.52	24,182							No	No	24,182	0	0
x Mark Nerio		Asst Coach	1.00	31,521	6,642						No	No	31,521		6,642
Softball															
x Andrew Rich		Hd Coach	1.00	78,045	2,000			5,238		Yes	Yes	Yes	71,090	6,955	2,000
x Kelsey Broadus		Asst Coach	1.00	35,906	2,800						No	No	35,906		2,800
x Rebekah Cervantes		Asst Coach	1.00	48,018	2,800						No	No	48,018		2,800
Totals			49.67	3,074,634	106,494	0	0	27,450	13,238	33,000			2,620,565	406,614	106,494

(A) = indicates previous coach / employee
(B) = indicates current coach / employee

Intercollegiate Athletics Compensation Report Idaho State University FY 2024 Actual Compensation

Depart/Name/Title	Athletic FTE	Compensation			Contract Bonuses			Perks			Multi-Yr Contract	Funding		
		Base Salary**	Camps/ Clinics	Equip Co & Other	Academic Perform.	Winning Perform..	Other	Club Mbership	Car	Other		State Approp.	Program Revenue	All Other

(*) These coaches receive pay for their participation in off-campus clinics or events.
 These earnings are not reflected in the Regular Salary payroll costs for Idaho State University.

If a coach has an agreement with an apparel company, cash payments (payroll) should be reported as compensation. Report the value of clothes and equipment that you know coaches receive in the Perks--Other column. Payments from the foundation should be reported in the other column. Indicate "Yes" or "No" if department employees have an assigned car. If there has been turnover in a position, the FTE should reflect the percent of time employed.

Intercollegiate Athletics Compensation Report Idaho State University FY 2025 Estimated Compensation

Depart/Name/Title	Athletic FTE	Compensation				Contract Bonus			Perks			Multi-Yr Contract	Funding			Base Salary Annualized Change**
		Base Salary	Camps/Clinics	Media	Equip Co & Other	Academic Perform.	Winning Perform.	Other	Club Mbership	Car	Other		State Approp.	Program Revenue	All Other	
Athletic Administration:																
x Pauline Thiros		Athletic Director	0.72	198,527						Yes		Yes	198,527			3%
x Heather Cairns		Assoc AD for Internal Ops/SWA	0.78	59,942								No	59,942			New
x Jonathan Match		Assoc AD Sports Info, Media Relations and C	1.00	66,707								No	66,707			3%
x Ryan Cheney		Asst Director Media Relations	1.00	48,984								No	48,984			6%
x Natalie Christensen		Registered Dietician	0.25	17,194								No		17,194		5%
x Marilyn Anderton		Insurance Coordinator	0.50	23,899								No		23,899		11%
x Brandon Stephens		Assoc AD of Sports Performance and Wellne	1.00	76,282								No	76,282			5%
x Evan Bates		Director of Sports Marketing	1.00	49,490								No		49,490		0%
x Ryan Barker		Athletic Equipment Manager	1.00	56,560								No	56,560			0%
x Spencer Salvesen		Senior Maint. Craftsman/Game Ops	0.50	18,096								No		18,096		2%
x Melissa Dixon		Admin Assistant	1.00	40,102								No	40,102			3%
x Becky Naber		Mgmt Assistant	1.00	57,035								No	57,035			4%
x Brandon Rodewald		Director of Olympis Sports Perf.	1.00	64,248								No	64,248			6%
x Jonathan LeGrand		Asst Sports Performace Coach	0.48	16,692									16,692			New
x Trystan Blanco		Athletic Equipment Ops Asst.	0.40	15,246									15,246			New
x Dustin Enslinger		Assoc. Athletic Dir. For Sports Med	1.00	81,313									81,313			New
x Owen Billin		Asst Athletic Trainer	1.00	47,325									47,325			New
x Jolyn Garcia		Asst Athletic Trainer	1.00	48,477									48,477			New
x Karen Stone		Asst Athletic Trainer	1.00	49,490									49,490			New
x Ross Thorpe		Asst Athletic Trainer	1.00	48,483									48,483			New
x Kylee Kincaid		Asst Athletic Trainer	1.00	47,325									47,325			New
x Anna Geyer	A	Athletic Academic Advisor	0.33	15,986									15,986			New
x Alexis Stapleton	B	Athletic Academic Advisor	0.48	22,752									22,752			New
x Rebekah Cervantes		Athletic Academic Advisor	0.58	27,302									27,302			-1%
x Brad Puckett	A	Assoc Director of Academic Services	0.25	13,731									13,731			New
x Pepper Kaneko	B	Interim Assoc Director of Academic Serv.	1.00	49,054									49,054			New
x Jami Eborn		Athletic Academic Advisor	1.00	48,477									48,477			New
x Blaise Burns		Asst Athletic Compliance Officer	1.00	47,986									47,986			New
Men's Sports																
Football																
x Cody Hawkins		Hd Coach	0.91	202,020						Yes		Yes	202,020			13%
x Keith Price		Asst Coach	1.00	60,000								No	41,838	18,162		50%
x Jacob Thomas		Asst Coach	1.00	72,380								No	54,980	17,400		3%
x James Blevins		Asst Coach	1.00	65,000								No	42,276	22,724		30%
x Devin Holiday		Asst Coach	1.00	42,155								No	42,155			3%
x Joshua Runda	A	Asst Coach	0.56	49,016						Yes		No	49,016			3%
x Grant Duff	B	Asst Coach	0.46	50,865								No	36,623	14,242		New
x Danny Hawkins		Asst Coach	0.75	20,200								No	20,200			0%
x Cody Crawford	A	Asst Coach	0.56	19,714						Yes		No	19,714			0%
x Ricky Aliifua	B	Asst Coach	0.48	23,810								No	23,810			New
x John Hughes		Asst Coach	1.00	70,700								No	70,700			1%
x Scott Theissen		Asst Coach	1.00	61,980								No	61,980			New
x Kolney Cassel		Asst Coach	0.47	19,193								No	19,193			1%
x Samson Anguay	B	Asst Coach	0.44	14,469								No	14,469			New
x Nicholas Alaimalo	A	Asst Coach	0.54	32,197								No	28,075	4,122		3%
x Jeff Pitman		Asst Coach	1.00	85,000								No	38,514	46,487		New
x Jarrett Meeker		Director of Football Ops	1.00	49,582								No	29,010	20,572		58%
x Daniel Kuhn	A	Asst Coach/DFO	0.56	16,898								no		16,898		1%
x Robert Jay	B	Asst Coach	0.52	34,789								No		34,789		New

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Depart/Name/Title	Athletic FTE	Compensation				Contract Bonus			Perks			Multi-Yr Contract	Funding			Base Salary Annualized Change**
		Base Salary	Camps/Clinics	Media	Equip Co & Other	Academic Perform.	Winning Perform.	Other	Club Mbership	Car	Other		State Approp.	Program Revenue	All Other	
Basketball																
x Ryan Looney		Hd Coach	0.96	124,852							Yes	Yes	124,852			3%
x Devin Kastrup		Asst Coach	1.00	50,500								No	41,127	9,373		0%
x Stuart Engen		Asst Coach	1.00	48,000								No	48,000			New
x Jose White		Asst Coach	1.00	64,108								No	64,108		0	3%
Tennis																
x Oliver Good		Hd Coach	1.00	47,023								Yeas	47,023			3%

(A) = indicates previous coach / employee
 (B) = indicates current coach / employee

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Depart/Name/Title	Athletic FTE	Compensation				Contract Bonus			Perks			Multi-Yr Contract	Funding			Base Salary Annualized Change**
		Base Salary	Camps/Clinics	Media	Equip Co & Other	Academic Perform.	Winning Perform.	Other	Club Mbership	Car	Other		State Approp.	Program Revenue	All Other	
Track & Field																
x Hillary L. Merkley		Hd Coach	0.45	36,400							Yes	Yes	36,400			5%
x Joseph Silvers		Asst Track & Field Coach	0.50	26,765								No	26,765			12%
x Marcia Mecklenberg		Asst Track & Field Coach	0.50	24,265								No	24,265			2%
Cross Country																
x Zachary Kughn		Hd Coach	0.50	27,265								No	27,265			New
Women's Sports																
Basketball																
x Seton Sobolewski		Hd Coach	0.96	144,474							Yes	Yes	144,474			7%
x Jason Alvine		Asst Coach	1.00	45,749								No	45,749			1%
x Dora Goles		Asst Coach	1.00	49,296								No	49,296			14%
x Patrick Bowlin		Asst Coach	1.00	60,600								No	60,600			New
Volleyball																
x Sean Carter		Hd Coach	1.00	82,810							Yes	Yes	82,810			12%
x Chelsea Scott		Asst Coach	1.00	55,000								No	55,000			24%
x Elizabeth Field		Asst Coach	1.00	36,360								No	31,815	4,545		10%
Tennis																
x Gretchen Maloney		Hd Coach	0.92	55,875							No	Yes	55,875			3%
Track & Field																
x Hillary L. Merkley		Hd Coach	0.45	36,400							Yes	Yes	36,400			5%
x Joseph Silvers		Asst Track & Field Coach	0.50	26,765								No	26,765			12%
x Marcia Mecklenberg		Asst Track & Field Coach	0.50	24,265									24,265			2%
Golf																
x Todd Loveland		Hd Coach	1.00	46,043								Yes	26,627	19,416		3%
Cross Country																
x Zachary Kughn		Hd Coach	0.50	27,265								No	27,265			New
Soccer																
x Dustin Downey		Hd Coach	1.00	72,374							Yes	Yes	72,374			3%
x Jack Curtin		Asst Coach	0.40	18,404								No	18,404			0%
x Mark Nerio		Asst Coach	1.00	35,000								No	35,000			11%
Softball																
x Andrew Rich		Hd Coach	1.00	80,340							Yes	Yes	73,109	7,231		3%
x Karlee Johnson		Asst Coach	1.00	32,000								No	32,000			New
x Kelsey Broadus		Asst Coach	1.00	40,000								No	40,000			11%
Grand Total	59.64	3,764,871	0	0	0	0	0	0	0				3,420,232	344,640	0	

(A) = indicates previous coach / employee
(B) = indicates current coach / employee

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Depart/Name/Title	Compensation				Contract Bonus			Perks			Multi-Yr Contract	Funding			Base Salary Annualized Change**
	Athletic FTE	Base Salary	Camps/ Clinics	Media	Equip Co & Other	Academic Perform.	Winning Perform.	Other	Club Mbership	Car		Other	State Approp.	Program Revenue	

(*) These coaches receive pay for their participation in off-campus clinics or events.
 These earnings are not reflected in the Regular Salary payroll costs for Idaho State University.

If a coach has an agreement with an apparel company, cash payments (payroll) should be reported as compensation. Report the value of clothes and equipment that you know coaches receive in the Perks--Other column. Payments from the foundation should be reported in the other column. Indicate "Yes" or "No" if department employees have an assigned car. If there has been turnover in a position, the FTE should reflect the percent of time employed.

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Depart/PCN/Name/Title	Compensation					Contract Bonus			Other				Funding			Comments
	Athletic	Base	Camps/	Equip Co		Academic	Winning		Club			Multi-Yr	State	Program	All	
	FTE	Salary	Clinics	Media	& Other	Perform	Perform.	Other	Memb.	Car	Other	Contract	Approp.	Revenue	Other	
Athletic Administration																
GED																
8475	Gawlik, Terry	Athletic Director	1.00	213,475	15,000	10,000	9,457		yes+		yes		223,475	15,000		
8480	Haldeaman, Garrett	Assoc AD, Business	1.00	97,311										97,311		
8651	Vacant	Asst Business Mgr	0.00	0												
8482	McIlraith, Sean	Administrative Coordinator	1.00	57,239										57,239		
8691	Vacant	Administrative Coordinator	0.00	0												
8490	Grove, John	Asst AD, Equipment	1.00	56,594	1,900									56,594	1,900	
8491	Peeler, Jarrett	Asst Equip Mgr	1.00	65,383										65,383		
8492	Winchell, Dakota	Director of Video & Technology	1.00	62,644				4,500 ^^						67,144		
8636	Kellogg, Zachary	Asst Video Svcs Coord	1.00	45,906										45,906		
8484	Pathomsiri, Nawanont	Multimedia Content Coord	1.00	59,103										59,103		
6534	Cutting, Kyle	Director of Marketing & Graphic	0.00	11,309										11,309	Title change	
8494	Cutting, Kyle	Asst Dir Marketing	1.00	35,304										35,304	Title change	
8559	McCrea, Colton	Dir Communications	1.00	49,372										49,372		
8495	Rolli, Jordyn	Asst Dir Communications	1.00	45,936										45,936		
8504	Hewlett, Carmen	Hd Trainer	1.00	64,526				1,245 ^^						65,771	New Hire	
8693	Walsh, Christopher	Director of Sports Performance	1.00	91,557	1,500									91,557	1,500	
8500	Kuribayashi, Natsumi	Asst Trainer	1.00	45,994	1,900								45,994	-	1,900	
8650	Malnich, Clayton	Asst Trainer	1.00	54,006	1,800								54,006	-	1,800	
8660	Johnson, Kassandra	Asst Trainer	1.00	49,543	1,000									49,543	1,000	
8483	Asplund, Stacy	Student Insurance Coord	1.00	39,476										39,476	-	
8689	Heim, Caleb	Head Strength Coach	1.00	70,593	1,900									70,593	1,900	
8687	Rinzel, Jack	Asst Strength	1.00	45,936	400									45,936	400	
8688	Mikulecky, Brandon	Assoc Strength	1.00	49,585										49,585		
8630	Mooney, Timothy	Assoc AD/External Ops	1.00	129,852					yes					129,852		
6534	Martin, Matthew	Assoc AD/Revenue Gen	0.00	16,857										16,857	Resigned, Position not filled currently	
8644	Anderson, Eric	Admin Coor, Fundraising	1.00	47,023										47,023		
8692	Wolcott, Jerek	Asst AD, Mrktg & Fan Engagmt	1.00	72,007										72,007		
6379	Metzger, Lyn	Director of Ticket Ops	1.00	52,081										52,081		
6376	Floyd, Logan	Asst Dir Ticket Ops	1.00	36,878				1,845 ^^						38,722		
6376	Graham, Ty	Asst Dir Ticket Ops	0.00	5,784										5,784	Resigned	
8690	Silflow, Shelby	Director of Trademark & Licensir	1.00	70,593										70,593	New Hire	
6179	Grove, Sara	Learning Spec	0.05	2,120										2,120		
Men's Sports																
Men's Football																
8550	Petrino, Paul	Hd Coach	0.00	4,589							yes			4,589	Contract ended	
8592	James (JD) Johnson	Asst AD, Football Ops	1.00	51,504	3,100				yes					51,504	-	3,100
5632	Eck, Jason	Hd Coach	1.00	175,011	125,000	10,000	15,000						200,011	125,000		
3682	Asuega, Kapono	Assistant	0.00	31,902	6,000								31,902	-	6,000	Non-renewed at conclusion of season
3121	Aurich, Robert	Assistant	0.00	63,355	4,500								63,355	-	4,500	resigned at conclusion of season
2979	Booth, Cody	Assistant	1.00	81,323	4,500								81,323	-	4,500	

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Depart/PCN/Name/Title	Compensation					Contract Bonus			Other				Funding			Comments
	Athletic FTE	Base Salary	Camps/ Clinics	Equip Co Media & Other		Academic Perform	Winning Perform.	Other	Club Memb.	Car	Other	Multi-Yr Contract	State Approp.	Program Revenue	All Other	
3000 Ford, Thomas Assistant	0.00	40,800	9,200										40,800	-	9,200	resigned at conclusion of season
3182 Franks, Stanley Assistant	1.00	79,006	4,500										79,006	-	4,500	
3126 Linehan, Matthew Assistant	1.00	46,980	4,500										46,980	-	4,500	
3700 Lose, David Assistant	1.00	55,466	4,500										55,466	-	4,500	resigned at conclusion of season
2995 Schleusner, Luke Assistant	1.00	120,938	4,500										120,938	-	4,500	
2946 Sutton, Tyler Assistant	1.00	63,931	6,500										63,931	-	6,500	
3702 Jay, Robert Assistant	1.00	78,889	4,500	7,500	^^								78,889	7,500	4,500	
3000 Cooper, Deontae Assistant	1.00	21,160											21,160	-		New Hire
3700 Fangupo, Hebron Assistant	1.00	17,539											17,539	-		New Hire
3682 Hughes, William Assistant	1.00	22,696		5,900	^^								22,696	5,900		New Hire
3121 Jackson, Daniel Assistant	1.00	51,097		12,300	^^								51,097	12,300		New Hire
Men's Basketball																
8571 Pribble, Alex Head Coach	1.00	130,000	60,000					yes		Yes			130,000	60,000		
8560 Dunham, David Assistant	1.00	56,250											56,250			
8570 Jones, Matthew Assistant	1.00	55,016		4,466	^^								55,016			
8572 Laird, Brandon Assistant	1.00	80,018		8,000	^^								80,018	8,000		
8553 Ellis, Adam Assistant	1.00	46,072		4,600	^^									46,072		New Hire
8572 Marrion, Timothy Assistant	0.00	2,747												2,747		resigned
Men's Track & XC																
8580 Cawley, Tim Dir. of T&F	0.50	36,232	4,000			2,000							38,232	4,000		
8530 Floeck, Travis Assistant	0.50	25,968											25,968	-		
8581 Fiebelkorn, Jeffrey Assistant	0.50	22,968											22,968			
8635 Bethausser, Kelsey Assistant	0.50	22,968											22,968	-		
Men's Golf																
8591 Nuhn, David Hd Coach	1.00	47,318	2,000			1,000				Yes			48,318	2,000		
Men's Tennis																
8515 Grossbaum, Raleigh Hd Coach	1.00	37,851		4,800	^^								37,851	4,800		New Hire
8515 Hangsteler, Daniel Hd Coach	0.00	6,731											6,731	-		Resigned
Women's Sports																
Women's Basketball																
8520 Newlee, Jon Hd Coach	1.00	131,706								yes			131,706			Still on contract
8557 Eighmey, Carrie Hd Coach	1.00	107,091	30,000	13,064	^^					yes			107,091	43,064		
8521 Eighmey, Devin Assistant	1.00	41,465											41,465	-		
8523 Muscatell, Drew Assistant	1.00	60,008											60,008	-	0	
8522 Moreira, Arthur Assistant	1.00	64,627											64,627	-		New Classification for PCN
8552 Morris, Bailey Assistant	1.00	41,465		3,908	^^									41,465		New Hire
Women's Track & XC																
8580 Cawley, Tim Dir. of T&F	0.50	36,232	4,000			1,750							37,982	4,000		
8530 Floeck, Travis Assistant	0.50	25,968											25,968	-		
8581 Fiebelkorn, Jeffrey Assistant	0.50	22,968											22,968			

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Depart/PCN/Name/Title	Athletic FTE	Compensation			Contract Bonus			Other				Funding			Comments
		Base Salary	Camps/ Clinics	Equip Co & Other	Academic Perform	Winning Perform.	Other	Club Mem.	Car	Other	Multi-Yr Contract	State Approp.	Program Revenue	All Other	
8635 Bethauser, Kelsey Assistant	0.50	22,968										22,968	-		
Women's Volleyball															
8540 Gonzalez, Andre Hd Coach	1.00	140,195			1,500				yes		141,695	-		part of salary was severence pay	
5811 Kriskova, Romana Assistant	1.00	53,356		3,355 ^^							53,356				
5828 Logan, Maria Assistant	1.00	41,642									41,642				
Women's Soccer															
8517 Clevenger, Jeremy Hd Coach	1.00	67,018			1,500	5,000			yes		73,518	-			
8518 Ozmun, Neal Assistant	1.00	47,642				1,000					48,642	-			
5020 Heidelberg, Ashley Assistant	1.00	13,113		4,600 ^^							13,113	4,600		New Hire	
5020 Kroger, Madison M. Assistant	0.00	6,243									1,636	4,607		resigned	
Women's Golf															
8590 Young, Stephanie Hd Coach	1.00	62,888			1,000				Yes		63,888	-			
Women's Tennis															
8673 Louwers, Sanne Hd Coach	1.00	46,010			750				Yes		46,760	-			
Women's Swimming															
8671 Mark Sowa Hd Coach	1.00	70,283		7,500	1,000				yes		71,283	7,500			
8672 McCafferty, Morgan Assistant	1.00	45,050									45,050				
8531 Southerland, James Assistant	1.00	37,919									37,919				
Grand Totals	67.05	4,506,166	66,700	247,500	80,083	30,500	21,000	9,457			2,955,050	1,913,870	66,700		

^^ employee moving reimbursement (now runs through payroll)

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Depart/PCN/Name/Title	Compensation				Contract Bonus			Other			Funding			Base Salary		
	Athletic FTE	Base Salary	Camps/ Clinics	Equip Co & Other	Academic Perform	Winning Perform.	Other	Club Memb.	Car	Other	Multi-Yr Contract	State Approp.	Program Revenue	All Other	Annualized Change	Comments
Athletic Administration																
												GED				
8475 Gawlik, Terry Athletic Director	1.00	250,016		15,000		10,000		yes+		yes		260,016	15,000		17%	
8480 Haldeman, Garrett Assoc AD, Business	1.00	98,509										98,509			1%	
8651 Crossland, Erika Asst Business Mgr	1.00	60,008										60,008				New Hire
8482 McIlraith, Sean Administrative Coordinator	1.00	57,990										57,990			8%	
8490 Grove, John Asst AD, Equipment	0.00	6,810										6,810				No longer with UI
8490 Peeler, Jarrett Asst AD, Equipment	1.00	50,003										50,003			-12%	New position
8491 Davis, Luke Asst Equip Mgr	1.00	36,400										36,400			-10%	New Hire
8491 Peeler, Jarrett Asst Equip Mgr	0.00	24,911										24,911				elevated to new position
8492 Winchell, Dakota Director of Video & Technology	1.00	52,987										52,987			16%	No longer with UI
8636 Peterson, Ben Asst Video Svcs Coord	1.00	47,424										47,424			-12%	
8484 Pathomsiri, Nawanont Multimedia Content Coord	1.00	45,947										45,947			6%	
6534 Cutting, Kyle Director of Marketing & Graphic	1.00	25,633										25,633				No longer with UI
8559 Christensen, Austin Dir Communications	1.00	60,008										60,008			21%	New Hire
8559 McCrea, Colton Dir Communications	0.00	24,758										24,758				No longer with UI
8495 Rolli, Jordyn Asst Dir Communications	0.00	7,478										7,478				No longer with UI
8495 Keintz, Colton Asst Dir Communications	1.00	47,424										47,424			-4%	New Hire
8504 Hewlett, Carmen Hd Trainer	0.00	41,045	860									41,045	860			No longer with UI
8693 Walsh, Christopher Director of Sports Performance	1.00	90,917	1,800									90,917	1,800		1%	
8500 Kurabayashi, Natsumi Asst Trainer	1.00	47,424	2,700									47,424	- 2,700		3%	
8650 Malinich, Clayton Asst Trainer	1.00	56,763	2,200									56,763	- 2,200		5%	
8660 Johnson, Kassandra Asst Trainer	1.00	51,584										51,584			4%	
8483 Asplund, Stacy Student Insurance Coord	1.00	42,245										42,245	-		7%	
8554 Hoffman, Francine Asst AD/Performance Nutrition	1.00	70,013														New Hire
8689 Heim, Caleb Head Strength Coach	0.00	44,407	4,100									44,407	4,100			No longer with UI
8689 Cooper, Jamel Head Strength Coach	1.00	75,005										75,005			6%	New Hire
8687 Rinzel, Jack Asst Strength	0.00	8,156										8,156				No longer with UI
8688 Mikulecky, Brandon Assoc Strength	1.00	50,107										50,107			1%	
8630 Mooney, Timothy Assoc AD/External Ops	1.00	131,186						yes				131,186			1%	
8644 Anderson, Eric Admin Coord, Fundraising	1.00	46,509										46,509			11%	
8692 Wolcott, Jerek Asst AD, Mktg & Fan Engagmt	1.00	72,758										72,758			1%	
6379 Metzger, Lyn Director of Ticket Ops	1.00	52,645										52,645			1%	
6376 Floyd, Logan Asst Dir Ticket Ops	1.00	43,451										43,451			6%	
8690 Sillow, Shelby Director of Trademark & Licensi	1.00	73,840										73,840			5%	New Hire
6179 Grove, Sara Learning Spec	0.05	2,250										2,250			7%	
Men's Sports																
Men's Football																
8592 James (JD) Johnson Asst AD, Football Ops	1.00	55,994	6,350					yes				55,994	- 6,350		8%	
5632 Eck, Jason Hd Coach	0.00	90,871				10,000						100,871	-			No longer with UI
5632 Ford, Thomas Hd Coach	1.00	175,011	200,000									175,011	200,000		0%	New Hire
2979 Booth, Cody Assistant	0.00	44,477	6,442									44,477	- 6,442			No longer with UI
2979 Dennison, Courtney Assistant	1.00	120,016										120,016	-		48%	New Hire
3182 Franks, Stanley Assistant	0.00	40,405	6,600									40,405	- 6,600			No longer with UI, PCN not in use
3126 Linehan, Matthew Assistant	1.00	95,014	9,600									95,014	- 9,600		106%	

Intercollegiate Athletics Compensation Report
University of Idaho
FY2025 Estimated Compensation

Depart/PCN/Name/Title	Athletic FTE	Compensation			Contract Bonus			Other			Funding			Base Salary Annualized	Change	Comments
		Base Salary	Camps/ Clinics	Equip Co & Other	Academic Perform	Winning Perform.	Other	Club Memb.	Car	Other	Multi-Yr Contract	State Approp.	Program Revenue			
2995 Schleusner, Luke Assistant	0.00	66,710	6,496								66,710	-	6,496		No longer with UI	
2995 Fendall, Neil Assistant	1.00	70,013									70,013	-		-42%	New Hire	
2946 Sutton, Tyler Assistant	0.00	40,627	10,600								40,627	-	10,600		No longer with UI, PCN not in use	
3702 Jay, Robert Assistant	0.00	42,971	8,600								42,971	-	8,600		No longer with UI	
3702 Endsley, Loren Assistant	1.00	75,005									75,005	-		0%	New Hire	
3000 Cooper, Deontae Assistant	0.00	32,375	6,350								32,375	-	6,350		No longer with UI, PCN not in use	
3700 Fangupo, Hebron Assistant	0.00	43,556	5,100								43,556	-	5,100		No longer with UI	
3700 Finau, Tevita Assistant	1.00	65,000									65,000	-		-14%	New Hire	
3682 Hughes, William Assistant	0.00	40,853	6,350								40,853	-	6,350		No longer with UI, PCN not in use	
3121 Jackson, Daniel Assistant	0.00	68,602	6,112								68,602	-	6,112		No longer with UI	
3121 Dunbar, Lance Assistant	1.00	55,016									55,016	-		-53%	New Hire	
8494 Cross, Sheldon Assistant	1.00	75,005									75,005	-			New Hire, New PCN	
8555 Paopao, Tyler Assistant	1.00	70,013									70,013	-			New Hire, New PCN	
8556 Decoud, Treston Assistant	1.00	55,016									55,016	-			New Hire, New PCN	
8558 Roberts, Avery Assistant	1.00	60,008									60,008	-			New Hire, New PCN	
Men's Basketball																
8571 Pribble, Alex Head Coach	1.00	131,310	60,000		2,000			yes			133,310	60,000		1%		
8560 Sanders-Frison, Mark Assistant	1.00	60,008	750								60,008		750	-8%		
8570 Jones, Matthew Assistant	1.00	58,011	1,500								58,011		1,500	5%		
8572 Laird, Brandon Assistant	1.00	83,013	1,500								83,013	-	1,500	4%		
8553 Ellis, Adam Assistant	1.00	48,755	1,500									48,755	1,500	6%		
Men's Track & XC																
8580 Cawley, Tim Dir. of T&F	0.00	6,322									6,322	-			No longer with UI	
8580 Hellman, Tracy Dir. of T&F	0.50	35,006	4,000								35,006	4,000		-3%	New Hire	
8530 Floeck, Travis Assistant	0.00	3,320									3,320	-			No longer with UI	
8581 Fiebelkorn, Jeffrey Assistant	0.50	23,712	2,500								23,712			3%		
8635 Betthausen, Kelsey Assistant	0.00	532									532	-			No longer with UI	
8541 Gamble, Bradley Assistant	0.50	27,508									27,508	-			New Hire	
Men's Golf																
8591 Nuhn, David Hd Coach	1.00	55,016	4,000								55,016	4,000		16%		
Men's Tennis																
8515 Grossbaum, Raleigh Hd Coach	1.00	48,506	2,000		1,000						49,506	2,000		1%		
Women's Sports																
Women's Basketball																
8520 Newlee, Jon Hd Coach	1.00	131,706						yes			131,706			0%		
8557 Moreira, Arthur Hd Coach	1.00	100,006						yes			100,006	-		-17%	New Position	
8521 Foster, Lindsey Assistant	1.00	60,008									60,008	-		30%		
8523 Muscatell, Drew Assistant	0.00	13,964									13,964	-	0			
8523 Rosario, Denise Assistant	1.00	47,424									47,424	-	0	-21%	New Hire	
8522 Moreira, Arthur Assistant	0.00	2,693									2,693	-			New Classification for PCN	
8522 Muscatell, Drew Associate	1.00	72,509									72,509	-		4%	New Classification for PCN	
8552 Saich, Derek Assistant	1.00	47,424										47,424		3%	New Hire	
Women's Track & XC																

Intercollegiate Athletics Compensation Report
University of Idaho
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Depart/PCN/Name/Title	Athletic FTE	Compensation			Contract Bonus			Other			Funding			Base Salary Annualized	Change	Comments
		Base Salary	Camps/ Clinics	Equip Co & Other	Academic Perform	Winning Perform.	Other	Club Memb.	Car	Other	Multi-Yr Contract	State Approp.	Program Revenue			
8580 Cawley, Tim Dir. of T&F	0.00	6,322									6,322	-				No longer at UI
8580 Hellman, Tracy Dir. of T&F	0.50	35,006		4,000							35,006	4,000		-3%		New Hire
8530 Floeck, Travis Assistant	0.00	3,320									3,320	-				No longer at UI
8581 Fiebelkorn, Jeffrey Assistant	0.50	23,712									23,712			3%		
8635 Bethausser, Kelsey Assistant	0.00	532									532	-				No longer at UI
8541 Gamble, Bradley Assistant	0.50	27,508									27,508	-		19%		New Hire
Women's Volleyball																
8540 Kriskova, Romana Hd Coach	1.00	80,018								yes	80,018	-		-11%		New Position
5811 Kriskova, Romana Assistant	0.00	48,859									48,859			6%		
5828 Kasun, Benjamin Assistant	1.00	50,003									50,003			9%		
Women's Soccer																
8517 Clevenger, Jeremy Hd Coach	1.00	75,005		5,000	1,500					yes	75,005	6,500		12%		
8518 Ozmun, Neal Assistant	1.00	49,005									49,005	-		4%		
5020 Heidelberger, Ashley Assistant	1.00	47,424									47,424	-		3%		New Hire
Women's Golf																
8590 Young, Stephanie Hd Coach	1.00	63,648		2,000		1,000					64,648	-		1%		
Women's Tennis																
8673 Louwers, Sanne Hd Coach	1.00	48,506		2,500		1,000					49,506	2,500		5%		
Women's Swimming																
8671 Mark Sowa Hd Coach	1.00	70,283		7,500		1,500				yes	71,783	7,500		0%		
8672 Levy, Elizabeth Assistant	1.00	47,424									47,424	3,812		3%		
8531 Wei Wei Asst Diving Coach	1.00	47,424									47,424	3,812		25%		New Hire
Grand Totals	64.05	5,159,920	95,510	306,000	4,000	26,500	0	0			3,458,373	1,971,158	95,510			

**Intercollegiate Athletics Compensation Report
Lewis-Clark State College
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Depart/Name/Title	FTE	Compensation				Contract Bonus			Other			All Compensation			Base Salary
		Base Salary	Camps/ Clinics	Equip Co Media & Other	Equip Co	Grad Rate	Winning Perform.	Other	Club Memb.	Car	Multi-Yr Contract	State Approp.	Program Revenue	All Other	Annualized Change
Athletic Administration															
Brooke Henze	Director, Athletics	1.00	101,114		10,000				No	No	No	104,229		10,385	4.00%
George Laughlin	Director, Facilities & Operations	1.00	46,052		1,000				No	No	No	46,052		1,000	5.18%
Tracy Collins	Trainer	1.00	61,032		650				No	No	No	61,032		650	4.50%
Taryn Cadez-Schmidt	Asst. Athletic Trainer	1.00	48,133		750				No	No	No	48,133		750	4.50%
Kristina Keener	Business Manager	1.00	52,008		1,000				No	No	No	52,008		1,000	4.00%
Alisha Alexander	Asst. Athletic Director - Sports Information & Media	1.00	54,000		1,000				No	No	No	54,000		1,000	12.80%
Samantha Malinich	Administrative Coordinator	1.00	46,052		1,000				No	No	No	46,052		1,000	8.36%
Austin Crain (Old)	Asst. Athletic Trainer	1.00	48,771		750				No	No	No	48,771		750	0.00%
Ty Graham (New)	Assistant Athletic Director	1.00	48,409		1,000				No	No	No	48,409		1,000	New
Men's Sports															
Basketball															
Austin Johnson	Head Coach	1.00	71,179					500	No	Yes	No	73,179			4.50%
Calab Johnson (New)	Asst. Coach	1.00	44,081						No	No	No	24,685		19,396	New
Tobin Karlberg (New)	Asst. Coach	0.22	9,500	1,606					No	No	No		1,606	9,500	0.00%
Wallace Ungwiluk (New)	Asst. Coach	0.26	9,500						No	No	No			9,500	0.00%
Baseball															
Jake Taylor	Head Coach	1.00	82,570					1,000	No	Yes	No	83,570			4.50%
William Silvestri	Asst. Coach	1.00	47,218						No	No	No	47,218			4.00%
Allen Balmer	Asst. Coach	1.00	59,916	950					No	No	No	59,916	950		4.00%
Anthony Balderas	Asst. Coach	0.10		4,500					No	No	No		4,500		0.00%
Cross-Country															
Mike Collins	Head Coach	0.25	17,048					500	No	No	No	17,548			4.50%
Kurtis Bonner (New)	Interim Asst. Coach	0.25	9,963						No	No	No	9,963			New
Track															
Mike Collins	Head Coach	0.25	17,048				250	750	No	No	No	18,048			4.50%
Kurtis Bonner (New)	Interim Asst. Coach	0.25	9,963						No	No	No	9,963			New
Tennis															
Kai Fong	Head Coach	0.50	34,961					500	No	No	No	35,461			4.50%
Ryan LaPlante	Asst. Coach	0.50	23,026						No	No	No	23,026			4.88%
Golf															
Zach Anderson	Head Coach	0.50	23,026						No	No	No	23,026			0.00%
Gordon Greg (New)	Asst. Coach	0.02	1,250						No	No	No	1,250			New

**Intercollegiate Athletics Compensation Report
Lewis-Clark State College
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Depart/Name/Title	FTE	Compensation				Contract Bonus			Perks			All Compensation			Base Salary
		Base Salary	Camps/ Clinics	Equip Co Media	& Other	Grad Rate	Winning Perform.	Other	Club Memb.	Car	Multi-Yr Contract	State Approp.	Program Revenue	All Other	Annualized Change
Women's Sports															
Basketball															
Caelyn Oriandi (New) Head Coach	1.00	60,000						No	Yes	No	60,000				6.50%
Brian Orr (Old) Head Coach	1.00	10,633	2,340					No	No	No	10,633		2,340		0.00%
Cali Moscrip (New) Asst. Coach	1.00	43,882						No	No	No	43,882				New
Maddilynne Jackson(New) Manager	0.05						2,228	No	No	No			2,228		New
Cross-Country															
Mike Collins Head Coach	0.25	17,048					500	No	No	No	17,548				4.50%
Kurtis Bonner (New) Interim Asst. Coach	0.25	9,963						No	No	No	9,963				New
Dance															
Christa Davis (New) Interim Head Coach	0.22	10,000						No	No	No	10,000				50.00%
Track															
Mike Collins Head Coach	0.25	17,048				250	750	No	No	No	18,048				4.50%
Kurtis Bonner (New) Interim Asst. Coach	0.25	9,963						No	No	No	9,963				New
Jacob Whittaker Asst. Coach	0.19	9,000						No	No	No	0	9,000			50.00%
Matthew Kelley Pole Vault Asst.	0.07	3,285						No	No	No		3,285			-4.70%
Volleyball															
Katie Palmer (New) Head Coach	1.00	62,400						No	Yes	No	62,400				4.00%
Shaun Pohlman (Old) Head Coach	1.00	8,668						No	No	No	8,668				
Shann Mack (New) Asst. Coach	1.00	46,052	10,000					No	No	No	46,052	10,000			New
Tennis															
Kai Fong Head Coach	0.50	34,961						No	No	No	34,961				4.50%
Ryan LaPlante Asst. Coach	0.50	23,026						No	No	No	23,026				4.88%
Golf															
Zach Anderson Head Coach	0.50	23,026						No	No	No	23,026				0.00%
Gordon Greg (New) Asst. Coach	0.02	1,250						No	No	No	1,250				New
GRAND TOTAL	26.15	1,356,024	19,396	0	17,150	0	500	6,728				1,304,958	39,341	60,499	

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Lewis-Clark State College
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Depart/Name/Title	FTE	Compensation				Contract Bonus			Other			All Compensation			Base Salary
		Base Salary	Camps/Clinics	Equip Co Media	Equip Co & Other	Grad Rate	Winning Perform.	Other	Club Memb.	Multi-Yr Car	Multi-Yr Contract	State Approp.	Program Revenue	All Other	Annualized Change
Athletic Administration															
Ronald Palmer (New)		Director, Athletics	1.00	90,882					No	No	No		90,882		New
Brooke Henze(Old)		Director, Athletics	1.00	20,157			3,500		No	No	No		23,657		
George Laughlin		Director, Facilities & Operations	1.00	47,325					No	No	No		47,325		2.70%
Tracy Collins		Trainer	1.00	63,597					No	No	No		63,597		4.20%
Taryn Cadez-Schmidt		Asst. Athletic Trainer	1.00	50,155					No	No	No		50,155		4.20%
Kristina Keener		Business Manager	1.00	53,778					No	No	No		53,778		3.40%
Alisha Alexander		Asst. Athletic Director - Sports Information & Media	1.00	56,268					No	No	No		56,268		4.20%
Samantha Malinich		Administrative Coordinator	1.00	47,618					No	No	No		47,618		3.40%
Kylie Anderson (New)		Asst. Athletic Trainer	1.00	36,404					No	No	No		36,404		New
Raymond Pedrina (New)		Assistant Athletic Director	1.00	24,000					No	No	No		24,000		New
Clay Robinson (New)		Faculty Athletic Representation	0.21				10,000		No	No	No			10,000	New
Men's Sports															
Basketball															
Austin Johnson		Head Coach	1.00	73,600	7,000		1,500		No	Yes	No	75,100	7,000		3.40%
Calab Johnson		Asst. Coach	1.00	48,006	670				No	No	No	31,204	670	16,802	4.20%
Kevin Warren (New)		Asst. Coach	0.42	20,004					No	No	No		20,004		New
Baseball															
Jake Taylor		Head Coach	1.00	86,038			1,500		No	Yes	No	87,538			4.20%
William Silvestri		Asst. Coach	1.00	48,824					No	No	No	48,824			3.40%
Allen Balmer		Asst. Coach	1.00	61,955					No	No	No	61,955			3.40%
Cross-Country															
Mike Collins		Head Coach	0.25	17,628			500	250	No	No	No	18,378			3.40%
Jonathan Matsumura (New)		Asst. Coach	0.25	8,330					No	No	No				New
Track															
Mike Collins		Head Coach	0.25	17,628	750		750	250	No	No	No	18,628	750		3.40%
Jonathan Matsumura (New)		Asst. Coach	0.25	8,330					No	No	No	8,330			New
Kurtis Bonner		Asst. Coach	0.02		750				No	No	No		750		0.00%
Tennis															
Kai Fong		Head Coach	0.50	36,429			500		No	No	No	36,929			4.10%
Bonolo Arroyo Valenzuela (New)		Asst. Coach	0.50	10,925					No	No	No	10,925			New
Golf															
Zach Anderson		Head Coach	0.50	27,848					No	No	No	27,848			20.90%
Gordon Greg		Asst. Coach	0.02	1,250					No	No	No	1,250			0.00%

**Intercollegiate Athletics Compensation Report
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Depart/Name/Title	FTE	Compensation			Contract Bonus			Perks			All Compensation			Base	
		Base Salary	Camps/ Clinics	Equip Co & Other	Grad Rate	Winning Perform.	Other	Club Memb.	Car	Multi-Yr Contract	State Approp.	Program Revenue	All Other	Annualized Change	
Women's Sports															
Basketball															
Caelyn Orlandi		Head Coach	1.00	61,440	20,000					No	Yes	No	61,440	20,000	2.40%
Cali Moore (Moscrip FY24)		Asst. Coach	1.00	47,325	670					No	No	No	47,325	670	7.80%
Cross-Country															
Mike Collins		Head Coach	0.25	17,628	750		500	250		No	No	No	18,378	750	3.40%
Jonathan Matsumura (New)		Asst. Coach	0.25	8,330						No	No	No	8,330		New
Kurtis Bonner		Interim Asst. Coach	0.02		750					No	No	No		750	0.00%
Dance															
Sydnee Soderberg (New)		Interim Head Coach	0.75	32,454						No	No	No	32,454		New
Taylor Offerdahl-Church		Asst. Coach	0.21	10,000						No	No	No	10,000		New
Track															
Mike Collins		Head Coach	0.25	17,628			750	250		No	No	No	18,628		3.40%
Jonathan Matsumura (New)		Asst. Coach	0.25	8,330						No	No	No	8,330		New
Kurtis Bonner (New)		Asst. Coach	0.02	16,000	750					No	No	No		16,000	New
Jacob Whittaker		Asst. Coach	0.23	11,000	1,500					No	No	No		12,500	22.00%
Volleyball															
Katie Palmer		Head Coach	1.00	63,898						No	Yes	No	63,898		2.40%
Nick Bogar (New)		Asst. Coach	1.00	19,847						No	No	No	19,847		New
Shann Mack (Old)		Asst. Coach	1.00	26,502						No	No	No	26,502		0.00%
Tennis															
Kai Fong		Head Coach	0.50	36,429						No	No	No	36,429		4.10%
Bonolo Arroyo Valenzuela		Asst. Coach	0.50	10,925									10,925		New
Golf															
Zach Anderson		Head Coach	0.50	27,848						No	No	No	27,848		20.90%
Gordon Greg		Asst. Coach	0.02	1,250						No	No	No	1,250		0.00%
GRAND TOTAL			<u>26.92</u>	<u>1,373,814</u>	<u>33,590</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>5,500</u>	<u>15,000</u>			<u>1,312,177</u>	<u>79,844</u>	<u>26,802</u>

SUBJECT

Athletics Gender Equity Reports

REFERENCE

June 2016 Board adopted the reports required by the institutions' federal regulatory body regarding compliance with Title IX in athletics programs, along with summaries of such reports, as the method to report to the Board on gender equity.

APPLICABLE STATUTE, RULE, OR POLICY

Idaho State Board of Education Governing Policies & Procedures, Section V.X.

BACKGROUND/DISCUSSION

Title IX of the Education Amendments of 1972 is the federal legislation that bans gender discrimination in schools, whether in academics or athletics. Title IX states: "No person in the United States shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any education program or activity receiving Federal financial assistance" (20 U.S.C. § 1681(a)). Relative to intercollegiate athletics, the Office for Civil Rights considers three broad areas in determining whether or not an institution is meeting its Title IX obligations. The three areas address equity in athletic participation opportunities, athletically related financial aid and other program benefits, supports and services.

In 1996 the US Department of Education's Office for Civil Rights (OCR) issued a "Clarification of Intercollegiate Athletics Policy Guidance" This guidance addressed the three broad areas of Title IX compliance and made clear that relative to area 1 regarding participation opportunities, any of the 3 prongs may be used to demonstrate compliance.¹

First, the selection of sports and the level of competition must accommodate the students' interests and abilities, using one of the three prongs listed below. Institutions may demonstrate they are meeting Title IX obligations using any of the three prongs.

1. Participation opportunities for male and female students are provided in numbers **substantially proportionate** to their respective enrollments.
2. Where the members of one gender have been and are underrepresented among intercollegiate athletes, whether the institution can show a **history and continuing practice of program expansion**, which is demonstrably responsive to the developing interests, and abilities of that gender.
3. Where the members of one gender are underrepresented among intercollegiate athletes and the institution cannot show a continuing practice of program expansion, whether it can be demonstrated that the interests

¹ See: <https://www2.ed.gov/about/offices/list/ocr/docs/title9-qa-20100420.html>

and abilities of the members of that gender have been **fully and effectively accommodated** by the present program.

Second, athletic-related financial assistance must be substantially proportionate to the ratio of male and female athletes. Institutions within 1% variance are considered compliant.

Third, benefits, opportunities, and treatments afforded sports participants are to be equivalent, but not necessarily identical, including equipment and supplies, scheduling of games and practices, travel expenses, availability and compensation of coaches, quality of facilities, medical services, housing, dining, and recruitment.

Overall, compliance is determined based on a program-wide consideration, and, not on a sport-by-sport comparison.

Idaho State Board of Education (Board) Policy V.X.4.c. requires the four-year institutions to provide gender equity reports for review by the Board. The reports include a narrative discussion of gender equity-related issues along with a summary table, which distills data from the detailed gender equity report provided annually by each institution to the U.S. Department of Education.

IMPACT

The attached summary worksheets show the institutions' enrollment, financial aid, and participants by gender. The worksheets also show the actual revenues and expenses for the most current completed fiscal year by sport, as well as overall operating (Game Day) expenses, number of participants, and operating expenses per participant. Finally, the worksheets provide information on average salaries of coaches and the count of coaches per sport by gender.

ATTACHMENTS

- Attachment 1 - BSU Gender Equity Narrative
- Attachment 2 - BSU Gender Equity Worksheet
- Attachment 3 - ISU Gender Equity Narrative
- Attachment 4 - ISU Gender Equity Worksheet
- Attachment 5 - UI Gender Equity Narrative
- Attachment 6 - UI Gender Equity Worksheet
- Attachment 7 - LCSC Gender Equity Narrative
- Attachment 8 - LCSC Gender Equity Worksheet

STAFF COMMENTS AND RECOMMENDATIONS

Significant information on gender equity aspects of athletic operations at the individual institutions is included in the attached narrative documents. The actual detailed "Equity in Athletics Data Analysis (EADA)" reports are also available for review and analysis by the public on the U.S. Department of Education website at <https://ope.ed.gov/athletics/>. This site also provides tools to download EADA

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reports for any NCAA or NAIA institution and to compare groups of institutions and review trends.

In their narratives, the institutions reported the status of compliance across the areas of Title IX.

Representatives from the four affected institutions will be available in the event that Board members have questions on specific areas related to Gender Equity reports or on the institutions' efforts related to achieving/maintaining equity.

BOARD ACTION

This item is for informational purposes only.

BOISE STATE UNIVERSITY GENDER EQUITY NARRATIVE

Boise State University is committed to supporting its student-athletes academically and athletically and complying with Title IX of the Education Amendments of 1972 (Title IX). Boise State monitors compliance with Title IX internally and through periodic external reviews from qualified consultants. These reviews provide recommendations intended to help achieve compliance in areas where gender differences may currently exist and help maintain compliance in areas where gender differences may be developing.

Last year, Boise State University utilized the comprehensive review of the intercollegiate athletic program completed in the 2021-2022 school year to strategize, develop policy, and guide budget decisions affecting rates of participation, financial aid awarded and enhancement of program areas.

Accommodation of Interests and Abilities (Participation)

**Note that institutions must meet one of the three prongs to achieve compliance with the accommodation of interests and abilities test.*

Prong 1: Proportionality

Factors: Participation Opportunities

Summary: In 2023-24, women made up 56.2 percent of undergraduate enrollment and 53.6 percent of the athletic participants, meaning Boise State did not meet the proportionality test in FY24. However, Boise State made progress towards compliance by increasing the percentage of women participants by 2.5 percent over last year's percentage of 51.1% female athletic participants.

Prong 2: History and Continuing Practice of Program Expansion

Factors: Additional Opportunities

Summary: Boise State does not meet test two (program expansion for the underrepresented sex). A net of four women's teams have been added since the 1970s.

Prong 3: Underrepresented gender are fully and effectively accommodated by present program

Factors: Sufficient Interest, Ability, and Competition

Summary: Boise State cannot conclusively conclude one way or another that it meets (or does not meet) test three (full accommodation of the underrepresented sex), as sufficient interest, ability, and competition appear likely (according to the comprehensive review completed in 2021-22) for women's lacrosse, swimming, and water polo, which Boise State does not currently offer. To supplement the previously completed comprehensive review and to be able to analyze compliance with this prong thoroughly, the university is going to begin surveying current and prospective students as well as coaches to gain additional data points specifically targeted at ability and interest.

Action: The university is in the process of making changes to meet test one (proportionality), as it has done for nine out of the last fourteen academic years. The net addition of a minimum of 6 opportunities for women in the next academic year will allow the program to match current undergraduate enrollment rates with athletic participation under the OCR's evaluation of the "how close is close enough" principle. Considering the potential upcoming roster limitations of the House Settlement, this could be achieved through continued monitoring of existing participation, responsible department-wide roster management to ensure equitable participation opportunities on existing teams for female student-athletes and the evaluation of the addition of another women's sport program. The university will begin surveying prospective and current students about additional program expansions to see if sufficient interest and ability exist on campus or if the university is already sufficiently representing the underrepresented gender. Lastly, the university

will reconvene its committee that reviews gender equity issues, particularly in light of current litigation and the potential of the House settlement.

Athletic Financial Assistance

Summary: An analysis of athletic financial aid in FY24 shows that women were awarded scholarships at a rate of 7.01% less than their rate of participation, exceeding the 1% variance for presumed compliance. This is an increase over the FY23 variance of 4.6 percentage points. It is noteworthy that athletic aid awarded to medically retired student-athletes is accounted for under Title IX, which is an uncontrolled expense and can vary from year to year. In FY24, almost \$100,000 was awarded in medical scholarships to male student-athletes, while under \$15,000 was awarded to females.

Action: Absent extenuating circumstances, Athletics will continue to fully award female athletic scholarships during the academic school year. Emphasis will be placed on providing adequate resources for all women's equivalency sports to be able to recruit and fully award allowable scholarships. The department is also researching compliance options under the proposed House Settlement.

Other Athletic Benefits and Opportunities

Summary: Boise State has engaged in a comprehensive analysis and prioritization plan to address areas where gender disparities exist in the 11 other areas of athletic benefits and opportunities.

In the area of practice, competition and locker room facilities, many of the previously identified disparities are being addressed. The softball infield was completely renovated and the competition soccer pitch is scheduled to be renovated during spring 2025.

Additionally, new lockers were added to the beach volleyball, women's soccer, women's track and cross country, and women's golf team locker rooms. Facility updates were made to the ceilings, lighting, branding, carpeting, and floor coverings. In the BOAS facility, new carpeting was installed in both the women's soccer and women's tennis teams' rooms as well as new lighting, carpeting, and chairs.

To improve concerns in the areas of coaching and medical services, the department provided a 5-year contract extension to the WBB head coach, and added three assistant WBB coaches and one beach volleyball coach to 2-year contracts. The graduate assistant for gymnastics was promoted to a full-time role, and an additional full-time assistant coach was hired for the softball program. Lastly, an additional certified athletic trainer was hired for gymnastics, which will provide greater coverage for the team because of lessened administrative responsibilities for that position.

In the areas of housing/per diem and equipment/supplies, the rate for per diem during term breaks was standardized among all teams, the travel budget for WBB was increased to allow for more charter flights. The equipment process was standardized, creating greater consistency across sports.

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ATTACHMENT 2

Boise State University
Equity in Athletics Disclosure Act (EADA) Report
Report on Athletic Program Participation Rates and Financial Support Data
July 1, 2023 through June 30, 2024

University Enrollment

Gender	Full-Time Undergraduates	
	Number	Percent
Male Students	5,952	44%
Female Students	7,637	56%
Totals	13,589	100%

Athletic Student Aid & Recruiting

Team Gender	Athletically Related Student Aid		Recruiting Expenses Amount
	Amount	Percent	
Men's Teams	\$ 6,129,043	56%	\$ 714,812
Women's Teams	\$ 4,861,302	44%	\$ 251,548
Totals for All Teams	\$ 10,990,345	100%	\$ 966,360

Athletic Participation

Sport	Number of Participants		Number of Participants Participating on a Second Team		Number of Participants Participating on a Third Team	
	Men's Teams	Women's Teams	Men's Teams	Women's Teams	Men's Teams	Women's Teams
	Basketball	17	21	0	0	0
Beach Volleyball	0	19	0	0	0	0
Cross Country	18	22	0	1	18	20
Football	114	0	0	0	0	0
Golf	10	10	0	0	0	0
Gymnastics	0	19	0	0	0	0
Soccer	0	37	0	0	0	0
Softball	0	28	0	0	0	0
Tennis	11	12	0	0	0	0
Track, Indoor	26	38	8	18	18	19
Track, Outdoor	26	36	8	17	18	19
Volleyball	0	19	0	3	0	0
Total Participants	222	261	16	39	54	58
Participant Proportion	45.96%	54.04%				
Unduplicated Count of Participants	178	203				

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ATTACHMENT 2

Total Revenues & Expenses

Varsity Teams	Total Revenues			Total Expenses			Revenues minus Expenses		
	Men's	Women's	Totals	Men's	Women's	Totals	Men's	Women's	Totals
Basketball	\$ 5,714,962	\$ 2,824,728	\$ 8,539,690	\$ 5,177,049	\$ 2,824,728	\$ 8,001,777	\$ 537,913	\$ -	\$ 537,913
Beach Volleyball	\$ -	\$ 887,340	\$ 887,340	\$ -	\$ 887,340	\$ 887,340	\$ -	\$ -	\$ -
Football	\$ 26,458,436	\$ -	\$ 26,458,436	\$ 20,475,343	\$ -	\$ 20,475,343	\$ 5,983,093	\$ -	\$ 5,983,093
Golf	\$ 201,510	\$ 629,969	\$ 831,479	\$ 613,456	\$ 629,969	\$ 1,243,425	\$ (411,946)	\$ -	\$ (411,946)
Gymnastics	\$ -	\$ 1,414,982	\$ 1,414,982	\$ -	\$ 1,414,982	\$ 1,414,982	\$ -	\$ -	\$ -
Soccer	\$ -	\$ 1,697,255	\$ 1,697,255	\$ -	\$ 1,697,255	\$ 1,697,255	\$ -	\$ -	\$ -
Softball	\$ -	\$ 1,579,661	\$ 1,579,661	\$ -	\$ 1,579,661	\$ 1,579,661	\$ -	\$ -	\$ -
Tennis	\$ 206,570	\$ 898,993	\$ 1,105,563	\$ 741,312	\$ 898,993	\$ 1,640,305	\$ (534,742)	\$ -	\$ (534,742)
Track	\$ 349,330	\$ 1,627,093	\$ 1,976,423	\$ 1,471,134	\$ 1,627,093	\$ 3,098,227	\$ (1,121,804)	\$ -	\$ (1,121,804)
Volleyball	\$ -	\$ 1,549,285	\$ 1,549,285	\$ -	\$ 1,549,285	\$ 1,549,285	\$ -	\$ -	\$ -
Totals for All Teams	\$ 32,930,808	\$ 13,109,306	\$ 46,040,114	\$ 28,478,294	\$ 13,109,306	\$ 41,587,600	\$ 4,452,514	\$ -	\$ 4,452,514
Not Allocated by Gender/Sport			\$ 18,297,865			\$ 16,639,646			\$ 1,658,219
Grand Totals for Athletics			\$ 64,337,979			\$ 58,227,246			\$ 6,110,733
Totals for All Sports Except Football & Basketball	\$ 757,410	\$ 10,284,578	\$ 11,041,988	\$ 2,825,902	\$ 10,284,578	\$ 13,110,480	\$ (2,068,492)	\$ -	\$ (2,068,492)

Operating (Game Day) Expenses

Varsity Teams	Operating (Game Day) Expenses			Number of Participants			Operating Expenses per Participant		
	Men's	Women's	Totals	Men's	Women's	Totals	Men's	Women's	Totals
Basketball	\$ 1,228,080	\$ 743,529	\$ 1,971,609	17	21	38	\$ 72,240	\$ 35,406	\$ 107,646
Beach Volleyball	\$ -	\$ 310,668	\$ 310,668	0	19	19	\$ -	\$ 16,351	\$ 16,351
Football	\$ 2,524,373	\$ -	\$ 2,524,373	114	0	114	\$ 22,144	\$ -	\$ 22,144
Golf	\$ 184,741	\$ 157,046	\$ 341,787	10	10	20	\$ 18,474	\$ 15,705	\$ 34,179
Gymnastics	\$ -	\$ 254,368	\$ 254,368	0	19	19	\$ -	\$ 13,388	\$ 13,388
Soccer	\$ -	\$ 319,857	\$ 319,857	0	37	37	\$ -	\$ 8,645	\$ 8,645
Softball	\$ -	\$ 408,331	\$ 408,331	0	28	28	\$ -	\$ 14,583	\$ 14,583
Tennis	\$ 217,450	\$ 208,444	\$ 425,894	11	12	23	\$ 19,768	\$ 17,370	\$ 37,139
Track	\$ 384,910	\$ 416,986	\$ 801,896	70	96	166	\$ 5,499	\$ 4,344	\$ 9,842
Volleyball	\$ -	\$ 287,435	\$ 287,435	0	19	19	\$ -	\$ 15,128	\$ 15,128
Totals for All Teams	\$ 4,539,554	\$ 3,106,664	\$ 7,646,218	222	261	483	\$ 20,448	\$ 11,903	\$ 15,831
Totals for All Sports Except Football & Basketball	\$ 787,101	\$ 2,363,135	\$ 3,150,236	91	240	331	\$ 43,741	\$ 105,513	\$ 149,254

Average Coaching Salaries

Description/Explanation	Head Coaches		Assistant Coaches	
	Men's Teams	Women's Teams	Men's Teams	Women's Teams
Average Annual Institutional Salary per Coach	\$ 591,157	\$ 136,385	\$175,983	\$59,987
Number of Coaches Used to Calculate Average	5	9	28	27
Average Annual Institutional Salary per Full-Time Equivalent (FTE)	\$ 659,773	\$144,068	\$ 200,850	\$67,717
Full-Time Equivalents (FTEs) Used to Calculate Average	4.48	8.52	18.40	18.60

Counts of Head Coaches

Varsity Teams	Male Head Coaches				Female Head Coaches				Total Head Coaches
	Assigned Full-Time	Assigned Part-Time	Full-Time Employee	Part-Time/Volunteer	Assigned Full-Time	Assigned Part-Time	Full-Time Employee	Part-Time/Volunteer	
Men's Varsity Teams									
Basketball	1		1						1
Football	1		1						1
Golf	1		1						1
Tennis	1		1						1
Track & Field & Cross Country		1	1						1
Totals for Men's Teams	4	1	5	0	0	0	0	0	5
Women's Varsity Teams									
Basketball	1		1						1
Beach Volleyball					1		1		1
Golf					1		1		1
Gymnastics					1		1		1
Soccer	1		1						1
Softball	1		1						1
Tennis	1		1						1
Track & Field & Cross Country		1	1						1
Volleyball	1		1						1
Totals for Women's Teams	5	1	6	0	3	0	3	0	9

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Counts of Assistant Coaches

Varsity Teams	Male Assistant Coaches				Female Assistant Coaches				Total Assistant Coaches
	Assigned to Team Full-Time	Assigned to a team Part Time	Full-Time Employee	Part-Time/Volunteer	Assigned to Team Full-Time	Assigned to a team Part Time	Full-Time Employee	Part-Time/Volunteer	
Men's Varsity Teams									
Basketball	4		4						4
Football	10	4	10	4					14
Golf	1		1						1
Tennis	1	1	1	1					2
Track & Field & Cross Country		5	4	1	1	1	1	1	7
Totals for Men's Teams	16	10	20	6	1	1	1	1	28
Women's Varsity Teams									
Basketball	1		1		3		3		4
Beach Volleyball	1		1			1		1	2
Golf						1		1	1
Gymnastics	1		1		1	1	1	1	3
Soccer	1		1		2		2		3
Softball					3		3		3
Tennis	1		1			1		1	2
Track & Field & Cross Country		4	4		1	1	1	1	6
Volleyball					3		3		3
Totals for Women's Teams	5	4	9	0	13	5	13	5	27



Idaho State University

Idaho State University Gender Equity Narrative February 2025

Idaho State University and the Department of Athletics are committed to providing quality opportunities and experiences to all student-athletes, and complying with Title IX of the Education Amendments of 1972.

In order to inform its long and short-term efforts, Idaho State University executed an internal review of Title IX compliance relative to gender equity in 2018. The Office of General Counsel commissioned a comprehensive external gender equity review, the results of which were delivered early in 2019. This review was followed by 9 months of work by a Gender Equity Committee, with representation from across campus, to develop a Five Year Gender Equity Plan. The resulting plan has guided our efforts, and while implementation of some facets of that plan were interrupted by COVID-19, robust efforts toward implementation continued as we recovered fiscally from the pandemic. In 2024, under the direction of the ISU FAR, we underwent a comprehensive review of progress against the Five Year Gender Equity Plan. The resulting updated plan presented recommendations to continue forward progress. This narrative will outline the most recent steps forward, and provide a snapshot of the current status of compliance.

Prong I of Title IX - Participation Proportionate to Enrollment

The 2023-24 Idaho State University Enrollment ratio of males to females was 41% : 59%, a ratio which continues to reflect growing female enrollment at Idaho State University, as well as national trends in higher education. The ratio of males to females participating in ISU Athletics was 48% : 52%.

The 48% : 52% based on raw EADA data fails to meet the exact proportion of women to men represented in enrollment by 7%, which represents a small amount of progress from the 8% recorded the prior year. The actual evaluation by OCR would differ from this raw data. Guidelines presented at ATIXA Gender Equity Compliance Training, which the ISU Athletics Compliance Officer and the FAR attended in 2023, suggested that an OCR evaluation of compliance on campus would involve a significant number of factors, including the removal of students on the roster who did not have the opportunity to participate in any competition due to injury, hardship, redshirt, or other circumstance. Further, the OCR takes into consideration the other prongs of compliance, performance against an institutional gender equity plan, non-discriminatory reasons for differences in ratios, and other factors considered in a case by case evaluation. Idaho State Athletics continues to make good faith efforts to become "substantially proportionate" and we are actively incorporating Title IX at the institutional level in

the spirit the law expects. Since this writing last year, Idaho State has come 1% closer to meeting proportionality.

While annual participation ratios remain relatively constant, the ever-growing proportion of women to men in Idaho State University's enrollment continues to make achieving precise compliance with the proportionality prong of Title IX challenging. While efforts have been made to expand the rosters of women's teams, ISU Athletics is mindful that the true goal is meaningful expansion and meaningful opportunities. The needed (at this writing) 29 opportunities are too great to achieve through individual team roster expansion. Ultimately, the University must add a women's sport to fully comply according to proportionality. Doing so will require Idaho State Board of Education support, and would be best served through a collaborative effort among Idaho institutions and Big Sky Conference member institutions. Further, a sustainable budget would most certainly require some level of appropriated and legislative support.

The department will continue to work to offer increased female participation by adding a modest number of opportunities to rosters of existing women's teams as feasible, and at the discretion of the respective head coach. The use of roster limits for men's teams has not proven effective, and ISU has chosen to focus resources and efforts to expanding women's rosters and exploring the addition of a women's sport.

Prong II of Title IX - History and Continuing Practice of Program Expansion for the Underrepresented Sex

Idaho State University currently offers 15 NCAA Division I teams, six teams for men and nine teams for women. Aside from expanding rosters of current women's teams, ISU has not added a women's sport in more than five years. In order to demonstrate a significant expansion of opportunities, Idaho State University will need to explore adding a women's sport in the future. This will become possible at such times as institutional funding and the State Athletics Funding Cap are sufficient to include a base personnel and operating budget for an additional sport. Such future funding will need to be accompanied by significant private philanthropic support.

At this time, and at the direction of President Robert Wagner, Idaho State University is formally exploring the introduction of a women's wrestling program as an NCAA Division I sport. This presents an exciting opportunity to enhance our athletic program, align with national trends, and provide new opportunities for student-athletes. On January 16, 2025, Division I schools within the NCAA voted in favor of adding women's wrestling as a championship sport. A total of 93 schools have signaled their intent to sponsor women's wrestling programs in 2024-2025. The AD, FAR, SWA, and ADID are developing a proposal outlining the rationale, feasibility, and strategic plan for adding women's wrestling, focusing on potential participants, budget considerations, potential competitors, interest among student-athletes, and facility requirements.

Prong III of Title IX - Full and Effective Accommodation of the Interests/Abilities of Underrepresented Sex

A survey was conducted by the previous FAR and the Athletics Advisory Board (AAB) in 2019 to gather data regarding the level of interest and ability with regard to potential women's sport additions. The most recent survey targeted all current full-time students at Idaho State University, and identified (1) swimming, (2) rugby, and (3) beach volleyball as having the most significant interest.

The determination of whether women are fully and effectively accommodated by the present program includes determining whether there is sufficient interest and ability among women for a viable team not currently offered in the intercollegiate program. The Director of Athletics has been approached by some constituents who advocate for the addition of wrestling, which is now offered at Idaho High Schools, including a State Championship in Women's Wrestling. In 2022, the first-ever sanctioned girl's wrestling state championship was held. According to [Shena Smith from the the News Examiner](#), there has been a 102% increase in girls wrestling participation over the past two years and is the fastest growing sport in Idaho and the nation. Grace High School's Black Canyon Brawl tournament had 105 female wrestlers from 15 high schools. For the 24-25 season, 881 girls are certified wrestlers in the state. For these reasons, Idaho State University is formally exploring women's wrestling for expansion of opportunities for women.

Financial Aid

Idaho State University fully funds the NCAA maximum level of scholarships in each sport it sponsors. In 2023-24, \$2,819,301 or 53% of financial aid was distributed to male student-athletes, representing an increase of only \$2,899 overall to financial aid for males. For females the 2023-24 financial aid jumped \$101,579 to \$2,464,347 or 47%. As demonstrated on the chart below, ISU is meeting current NCAA maximums for all sports.

NCAA Scholarship Limits for Big Sky Conference Core Sports					
MEN			WOMEN		
SPORT	NCAA LIMIT	ISU FUNDING	SPORT	NCAA LIMIT	ISU FUNDING
Football	63	63	Softball	12	12
TF/Cross	12.6	12.6	TF/Cross	18	18
Basketball	13	13	Basketball	15	15
Tennis	4.5	4.5	Tennis	8	8
			Volleyball	12	12
			Golf	6	6
			Soccer	14	14
TOTAL	93.1	93.1	TOTAL	85	85

Efforts are made to ensure the NCAA maximums are awarded in all women's sports, but fluctuations occur in rosters with early graduations, transfers, and recruiting gaps. The practice of allowing unutilized scholarship funds within a program to be spent to fund other areas of that program was discontinued in 2018, eliminating an unintended incentive to "save" scholarship funds in order to supplement other budgetary needs in women's programs.

It is important to note that the provisions of the *House Settlement* will amend roster limits and potentially redistribute athletics financial aid. As Idaho State University embarks on that process, maintaining balance with regard to Title IX will be a priority of the transition.

Equitable Treatment and Quality of Experience Within Programs

Providing a quality experience to all student-athletes is a priority for the Department of Athletics. While the long term goal is to achieve proportionality, the short term goal is always to provide an equal and quality experience for Bengal student-athletes across genders. We feel strongly that we must invest properly in existing opportunities prior to creating additional opportunities as this could diminish the overall quality of all programs. Ensuring equitable, high quality experiences for all student-athletes, and addressing specifically identified deficiencies in women's programs, has been the focus of program reallocations and investments over a period of years.

A zero-based budget process has guided the appropriate allocation of resources to address areas of inequity. Improvements have been funded through (1) reallocations of existing funding, (2) student fee revenue, and (3) fundraising and sponsorship increases.

In 2024, under the direction of the FAR, a committee including professionals from across campus conducted a comprehensive review of progress against the Five Year Gender Equity Plan. The following Commendations were noted:

Commendation #1 - Facility Upgrades: Upgrades to Davis Field, the ICCU Dome, Reed Gym, and Miller Ranch Field allow for more competitions and safer playing spaces, particularly for women's sports teams. There have also been significant improvements with locker room space and the addition of a golf simulator for the women's golf team.

Commendation #2 - Academic Support Services & Tutoring: Student-athletes receive excellent academic support and tutoring that benefits all student-athletes. In the past three years, two learning specialists have been added to further benefit student-athletes maintaining their eligibility and achieving their academic goals.

Commendation #3 - Campus Partnerships: The Athletics Department has strategically enhanced their relationships with campus units to improve medical and mental health services. Furthermore, the addition of an Athletics Diversity and Inclusion Designee (ADID) provides important student-athlete support and programming through ISU's Gender Equity Resource Center has increased over the last three years.

Commendation #4 - Funding Reallocation and Expanded Staffing: Team budgets have been adjusted to address equipment needs and significant progress has been made to increase coaching staffs. Women's golf now has a full-time coach and the women's tennis head coach is now on a 12-month contract. These items impact student-athletes directly and have addressed some key recommendations from the original plan.

Commendation #5 - Full Funding for Equivalency Sports: The Athletics Department now supports full funding for equivalency sports, which allows soccer, softball, and track and field coaches to increase scholarship allocations to the full equivalency for women regardless of resident or non-resident tuition.

The following are initiatives and elements which have been added to positively impact the equitable experience of all student-athletes since the last report, and which have been informed by recommendations from the Third Year Review of the Five Year Gender Equity Plan.

INITIATIVE		FUNDING VEHICLE
Added one FTE Strength Coach to better provide for oversight and instruction of Olympic Sports.	\$40,000	Fundraising
Completed a renovation of and installed new equipment to the Jared Allen Strength and Conditioning Center to better accommodate all team schedules equitably.	\$460,000	Fundraising
Added a second Learning Specialist, as the first addition was able to accommodate primarily football needs (90% of her time). The additional specialist is accommodating the remaining needs across sports and funding is available to add more hours to meet needs.	\$20,800	Fundraising
Installed artificial turf at Miller Ranch Stadium to address the significant negative impact of weather on the opportunity of women's softball players to train and compete.	\$600,000	Fundraising
Addition of a football strength and conditioning GA to help address the needs of that program and allow the existing strength staff to devote additional time to other programs.	\$20,000	Reallocation (50%) Fundraising (50%)
Installed a putting green to the golf simulator practice facility to mitigate the impact of weather on the ability of the women's golf team to train.	\$16,000	Fundraising
Will host the first annual Direct Communications Collegiate Softball Tournament to expand home schedule opportunities for women's softball.	\$15,000	Reallocation
Expanded the women's softball travel budget to allow the team to achieve the maximum number of NCAA allowed competitions	\$30,000	Fundraising
Hosted a women's volleyball tournament to support achievement of the maximum number of NCAA allowed competitions, and to mitigate missed fall classes early in the semester for women's volleyball.	\$20,000	Fundraising (50%) Reallocation (50%)
Funded post season NIVT appearance for women's volleyball.	\$20,000	Fundraising (10%) Reallocation (40%) NIVT Revenue (50%)
Completed a foreign tour (France) for Women's Basketball	\$85,000	Fundraising
Completed a foreign tour (Germany) for Women's Soccer	\$150,000	Fundraising (40%) Camp Revenue (40%) Self Funded (20%)
Expanded TFX travel budget to ensure adequate competition opportunities and appropriate accommodations.	\$80,000	Fundraising
Added one FTE assistant coach for Track & Field	\$40,000	Fundraising (50%) Reallocation (50%)
Added one FTE assistant director of equipment operations to better serve Olympic Sports.	\$50,000	Reallocation(50%)
Implemented emergency funding to allow coaches to utilize charter	\$15,000	Reallocation

buses or stay additional nights to address travel safety outside of customary team travel budgets.		
Implementing a new equipment inventory system to oversee equitable equipment distribution.		Budget Neutral
Conducted a full audit of all team web-page bios and completed a comprehensive update.		Budget Neutral
Collaborating on a strategy and proposal to add a women's sport.	TBD	TBD
Secured \$100,000 annual gift to provide Cost of Attendance and provide for additional needs such as game guarantees, travel, and gear for women's sports.	\$100,000	Fundraising

Idaho State Athletics continues to collaborate with the FAR to evaluate progress against the Third Year Review, and to accept formal recommendations for adjustments and additions. We continue to monitor progress and actively work towards full compliance. Recommendations for roster limits are currently being evaluated and remain in flux as we await the Big Sky Conference requirements which will result from the *House Settlement*.

Idaho State University and the Department of Athletics remain committed to providing quality opportunities and experiences to all student-athletes, and complying with Title IX of the Education Amendments of 1972.

Idaho State University
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Report on Athletic Program Participation Rates and Financial Support Data
July 1, 2023 through June 30, 2024

University Enrollment

Gender	Full-Time Undergraduates	
	Number	Percent
Male Students	2,359	40.9%
Female Students	3,411	59.1%
Totals	5,770	100%

Athletic Student Aid & Recruiting

Team Gender	Athletically Related Student Aid		Recruiting Expenses
	Amount	Percent	Amount
Men's Teams	\$ 2,819,301	53%	\$ 209,996
Women's Teams	2,464,347	47%	135,980
Totals for All Teams	\$ 5,283,647	100%	\$ 345,976

Athletic Participation

Varsity Teams	Number of Participants			Number Participating on a Second Team		Number Participating on a Third Team	
	Men's	Women's	Total	Men's	Women's	Men's	Women's
Basketball	17	14	31				
Football	109		109				
Golf		8	8				
Soccer		35	35		2		
Softball		25	25				
Tennis	8	8	16				
Track & Field (Indoor)	33	55	88	32	53	13	15
Track & Field (Outdoor)	32	53	85	32	53	13	15
Cross Country	13	15	28	13	15	13	15
Volleyball		16	16				
Total Participants	212	229	441	77	123	39	45
Percentage of Total	48%	52%	100%				
Unduplicated Count	167	169					

Total Revenues & Expenses

Varsity Teams	Total Revenues			Total Expenses			Revenues minus Expenses		
	Men's	Women's	Totals	Men's	Women's	Totals	Men's	Women's	Totals
Basketball	\$1,571,667	\$1,544,886	\$ 3,116,552	\$1,571,667	\$1,544,886	\$ 3,116,552	\$ -	\$ -	\$ -
Football	\$5,138,013		\$ 5,138,013	\$5,138,013		\$ 5,138,013	\$ 0		\$ -
Golf		\$269,446	\$ 269,446		\$269,446	\$ 269,446		0	\$ -
Soccer		\$764,643	\$ 764,643		\$764,643	\$ 764,643		0	\$ -
Softball		\$808,478	\$ 808,478		\$808,478	\$ 808,478		0	\$ -
Tennis	\$204,585	\$286,922	\$ 491,507	\$204,585	\$286,922	\$ 491,507	0		\$ -
Track & Field & Cross Country	\$562,185	\$747,706	\$ 1,309,891	\$562,185	\$747,706	\$ 1,309,891	0	0	\$ -
Volleyball		\$1,019,474	\$ 1,019,474		\$1,019,474	\$ 1,019,474		0	\$ -
Totals for All Teams	\$7,476,450	\$ 5,441,555	\$ 12,918,004	\$7,476,450	\$5,441,555	\$ 12,918,004	\$ -	\$ -	\$ -
Not Allocated by Gender/Sport			4,283,283			4,283,283			\$ -
Grand Totals for Athletics			\$ 17,201,287			\$ 17,201,287			\$ -
Totals for All Sports Except Football & Basketball			\$ 8,946,722			\$ 8,946,722			\$ -

Operating (Game Day) Expenses

(includes lodging, meals, transportation, uniforms, equipment, event costs & officials)

Varsity Teams	Operating (Game Day) Expenses			Number of Participants			Operating Expenses per Participant		
	Men's	Women's	Totals	Men's	Women's	Totals	Men's	Women's	Totals
Basketball	\$ 481,883	\$ 349,007	\$ 830,890	17	14	31	\$ 28,346	\$ 24,929	\$ 26,802.91
Football	\$ 1,102,621		\$ 1,102,621	109		109	\$ 10,116		\$ 10,115.79
Golf		\$ 84,735	\$ 84,735		8	8		10,592	\$ 10,591.86
Soccer		\$ 215,081	\$ 215,081		35	35		6,145	\$ 6,145.18
Softball		\$ 292,554	\$ 292,554		25	25		11,702	\$ 11,702.17
Tennis	\$ 65,896	\$ 50,770	\$ 116,666	8	8	16	8,237	6,346	\$ 7,291.63
Track & Field & Cross Country	\$ 146,610	\$ 156,540	\$ 303,150	78	123	201	1,880	1,273	\$ 1,508.21
Volleyball		\$ 193,051	\$ 193,051		16	16		12,066	\$ 12,065.67
Totals for All Teams	\$ 1,797,010	\$ 1,341,739	\$ 3,138,749	212	229	441	\$8,476	\$5,859	\$7,117
Totals for All Sports Except Football & Basketball			\$ 1,205,238			301			\$ 4,004

Average Coaching Salaries

Description/Explanation	Head Coaches		Assistant Coaches	
	Men's Teams	Women's Teams	Men's Teams	Women's Teams
Average Annual Institutional Salary per Coach	\$ 88,596	\$ 67,550	\$ 51,078	\$ 37,144
Number of Head Coaches Used to Calculate Average	5	8	18	12
Average Annual Institutional Salary per Full-Time Equivalent (FTE)	\$ 110,745	\$ 78,890	\$ 50,378	\$ 42,654
Full-Time Equivalents (FTEs) Used to Calculate Average	4.00	6.85	18.25	10.45

Counts of Head Coaches

Varsity Teams	Male Head Coaches				Female Head Coaches				Total Head Coaches
	Assigned Full-Time	Assigned Part Time	Full-Time Employee	Part-Time/Volunteer	Assigned Full-Time	Assigned Part Time	Full-Time Employee	Part-Time/Volunteer	
Men's Varsity Teams									
Basketball	1		1						1
Football	1		1						1
Tennis	1		1						1
Track & Field & Cross Country		1	1			1	1		2
Totals for Men's Teams	3	1	4	0	0	1	1	0	5
Women's Varsity Teams									
Basketball	1		1						1
Golf	1		1						1
Soccer	1		1						1
Softball	1		1						1
Tennis					1		1		1
Track & Field & Cross Country		1	1			1	1		2
Volleyball	1		1						1
Totals for Women's Teams	5	1	6	0	1	1	2	0	8

Counts of Assistant Coaches

Varsity Teams	Male Assistant Coaches				Female Assistant Coaches				Total Assistant Coaches
	Assigned Full-Time	Assigned Part Time	Full-Time Employee	Part-Time/Volunteer	Assigned Full-Time	Assigned Part Time	Full-Time Employee	Part-Time/Volunteer	
Men's Varsity Teams									
Basketball	3	1	3	1					4
Football	14		13	1					14
Tennis									0
Track & Field & Cross Country		1	1			1	1		2
Totals for Men's Teams	17	2	17	2	0	1	1	0	20
Women's Varsity Teams									
Basketball	1		1		2		2		3
Golf						1		1	1
Soccer	1		1						1
Softball					2		2		2
Tennis						1		1	1
Track & Field & Cross Country		1	1			1	1		2
Volleyball					2	1	2	1	3
Totals for Women's Teams	2	1	3	0	6	4	7	3	13

University of Idaho Gender Equity Narrative

3/06/2025

The University of Idaho Athletic Department is committed to gender equity in all facets as directed by the Title IX Statute of 1972. Further, Title IX protocol is followed simply because we believe in its fundamental principle. The Office of Civil Rights issued an Intercollegiate Athletics Policy Interpretation in 1979 which is the major source for specific requirements of all NCAA athletic programs and identifies three program components that are listed below. As a civil rights law, two basic provisions are to be followed: equal access to programs and equal treatment once in the program. We incorporate these principles and policies into our daily routine to strive to meet the requirements.

Equal access will be addressed by the accommodation of interest and abilities in Section I *Participation Opportunities*. Section II will outline *Financial Aid*. The last section, *Athletic Benefits and Opportunities*, will include, but is not limited to, the areas of equipment, travel, scheduling of contests and practices, salaries, facilities, medical and training facilities and services, recovery options, and academic support.

Athletics' Senior Leadership staff members are designated as specific sport administrators. They continually monitor each of the sections mentioned above and implement policy or procedural changes when needed. All the program component areas-participation, financial aid, and athletic benefits are also monitored by staff. Student-athletes continue to be actively involved in the process per NCAA rules. A systematic approach of utilizing a three-year snapshot was implemented in Spring of 2020 and will continue to be utilized going forward for comparable data.

I. *Participation Opportunities*

2021-22 undergraduate enrollment percentages:	Male-49.0%	Female-51.0 %
Athletic participation:	Male-52.3%	Female-47.7%
2022-23 undergraduate enrollment percentages:	Male-49.9%	Female-50.1%
Athletic participation:	Male-53.2%	Female- 46.8%
2023-24 undergraduate Fall enrollment percentages:	Male-50%	Female-50%
Athletic participation:	Male -53.2%	Female-46.8%
2024-25 undergraduate Fall enrollment percentages:	Male-51%	Female-49%
Athletic participation:	Male -TBA	Female-TBA

Roster management as it relates to the proportionality gap has continued to be a primary point of emphasis within the department. Like the previous three reporting periods, additional eligibility opportunities created by NCAA COVID-19 eligibility extensions continue to impact roster management statistics, as it is more common for male student-athletes to utilize their additional year of COVID-19 eligibility further delaying roster management decisions. Moving forward, the 2025-26 school year is

expected to be the final year effected by the COVID-19 eligibility extension and we are expecting that the proceeding years will begin to reflect a more steady gender equity balance. The Senior Leadership group continues to meet on a weekly basis where current and forecasted roster numbers, scholarship allocations, and squad sizes are routinely discussed. While coaches are provided with the autonomy to both recruit and manage their respective roster in order to build and sustain a successful program, they are given a formulated roster target number that factors into the department's overall gender equity goal. While we continue to strive for gender equity across the board, campus enrollment numbers and percentages fluctuate annually posing a challenge when it comes to forecasting roster management decisions. Another current uncertainty facing our department is the yet-to-be-determined outcome of the NCAA House Settlement which could significantly affect roster counts within our programs. While we do not anticipate these effects to take place in the upcoming year, changes related to roster sizes and limitations may be headed our way soon potentially impacting some of our equivalency sports, e.g., Swim/Dive and Women's Soccer which have historically carried larger roster sizes that have helped to offset the roster equity gap created by Football. Despite the uncertainty surrounding the NCAA House Settlement we will continue to focus and prioritize our goals in providing equitable opportunities for all student-athletes at the University of Idaho.

II. Financial Aid

All coaches and sport programs at the University of Idaho are given the opportunity to offer the NCAA maximum scholarship limits of their respective sport. The actual scholarship dollars vary due to in-state and out-of-state tuition rates. There are no limits placed upon the sport regarding the location of where the student comes from and what they can offer up to a full scholarship. This allows our coaches to recruit across the state, nation, and internationally, which is critical to maintaining diversity in our programs and on campus. With this philosophy in place and the campus gender percentage fluctuation in enrollment, it is difficult, if not impossible, to be compliant with financial aid awards exactly matching campus enrollment participation percentages. Another challenge is that not all coaches award the full number of allotted scholarships, even though they are allowed the opportunity to do so. This occurs for various reasons, most frequently due to balancing out the number of incoming recruiting classes. However, coaches are strongly encouraged to use all available scholarship allotments, particularly for our female sport programs. In 2024 the Big Sky Conference mandated that each member institution must distribute 10% of Cost of Attendance, which provides additional financial aid opportunities to student-athletes. In response to this new requirement our Senior Leadership staff devised a plan to allow coaches access to distribute the Cost of Attendance allotment totaling \$104,242 equitably between select male and female programs.

A summer school aid policy remains in place to ensure equitable gender access to designated female and male sports and to correct eligibility issues. Certain sports, such as Football and Men's and Women's Basketball can utilize the summer period to train their teams with coaching staff and/or strength coaches present. The other sports offered at UI have NCAA restrictions that do not allow this practice opportunity with staff members present, unless there is a safety exemption. This opportunity skews the amount of

summer aid offered as football has the largest NCAA scholarship limit of 63 and no other female sport has such a high number of scholarship opportunities. Our two largest roster count women's sports do not have summer access opportunities, which in theory could help offset the cost of funding football scholarship awards if the access to workouts were granted. Discussions are ongoing at the NCAA level regarding increased summer access opportunities for additional sports, but for now these changes have yet to be approved. We will continue to provide summer school opportunities for the programs that are allowed summer access and remain hopeful that increased summer access opportunities will be a reality in the near future.

As noted in the EADA report, the Student Aid dollars awarded were:

2021-2022 57% males and 43% females

2022-2023 57% males and 43% females

2023-2024 56% males and 44% females

III. Athletic Benefits and Opportunities

Processes have been implemented to develop budgets and to regularly review the incurred spending. This has led to ensuring sport sponsorship support and equitable support of programs. Reviews of spending, contract evaluation, and benchmarking with conference members are continually being analyzed. Regularly reviewing these processes and evaluating their implementation will ensure equitable policies and procedures are in place.

The Athletic Department continues to hold a weekly scheduling meeting to ensure all sports have equal access to facilities for practice and competition. Recent additions within the department include several support staff hirings over the past year. Most notably the department developed and implemented a Performance Nutrition program, hiring a full-time registered dietician specializing in sport nutrition along with an additional registered dietician fellowship position. Another valuable addition has been the recent appointment of an Athletics specific Mental Health counselor who provides clinical counseling services to all student-athletes. All three of these positions support our goal of providing valuable and much-needed student-athlete support equitably across all our programs.

IV. Conclusion

As stated earlier, a three-year rolling report was created to monitor all areas of Title IX and track not only overall progress, but also specific nuances. This annual report will also track trends and keep record of substantial differences between genders. Our Gender Equity review committee is in place and will continue to monitor these trends and accomplishments.

**University of Idaho
Equity in Athletics Disclosure Act (EADA) Report
Report on Athletic Program Participation Rates and Financial Support Data
July 1, 2023 through June 30, 2024**

University Enrollment

Gender	Full-Time Undergraduates	
	Number	Percent
Male Students	3,430	50.0%
Female Students	3,434	50.0%
Totals	6,864	100.0%

Athletic Student Aid & Recruiting

Team Gender	Athletically Related Student Aid		Recruiting Expenses
	Amount	Percent	Amount
Men's Teams	\$3,204,541	56%	\$301,223
Women's Teams	\$2,522,845	44%	\$188,470
Totals for All Teams	\$5,727,386	100%	\$489,693

Athletic Participation

Varsity Teams	Number of Participants			Number Participating on a Second Team		Number Participating on a Third Team	
	Men's	Women's	Total	Men's	Women's	Men's	Women's
Basketball	15	13	28				
Football	111		111				
Golf	9	6	15				
Soccer		31	31				
Swimming & Diving		39	39				
Tennis	8	9	17				
Track & Field (Indoor)	32	32	64	32	29	10	9
Track & Field (Outdoor)	33	35	68	32	31	10	9
Cross Country	11	10	21	10	10	10	10
Volleyball		18	18				
Total Participants	219	193	412	74	70	30	28
Percentage of Total	53.2%	46.8%	100%				
Unduplicated Count	175	148	323				

**University of Idaho
Equity in Athletics Disclosure Act (EADA) Report**

Total Revenues & Expenses

Varsity Teams	Total Revenues			Total Expenses			Revenues minus Expenses		
	Men's	Women's	Totals	Men's	Women's	Totals	Men's	Women's	Totals
Basketball	\$ 1,683,837	\$ 1,507,365	\$ 3,191,203	\$ 1,683,837	\$ 1,507,365	\$ 3,191,203	\$ -	\$ -	\$ -
Football	\$ 6,804,775		6,804,775	6,804,775		6,804,775	-	-	-
Golf	\$ 458,005	\$ 339,001	797,006	458,005	339,001	797,006	-	-	-
Soccer		\$ 966,654	966,654		966,654	966,654	-	-	-
Swimming & Diving		\$ 892,049	892,049		892,049	892,049	-	-	-
Tennis	\$ 366,518	\$ 431,592	798,110	366,518	431,592	798,110	-	-	-
Track & Field & Cross Country	\$ 773,779	\$ 1,028,640	1,802,419	773,779	1,028,640	1,802,419	-	-	-
Volleyball		\$ 904,265	904,265		904,265	904,265	-	-	-
Totals for All Teams	\$ 10,086,914	\$ 6,069,566	\$ 16,156,480	\$ 10,086,914	\$ 6,069,566	\$ 16,156,480	\$ -	\$ -	\$ -
Not Allocated by Gender/Sport			7,956,345			7,956,345			-
Grand Totals for Athletics			\$ 24,112,825			\$ 24,112,825			\$ -
Totals for All Sports Except Football & Basketball	\$ 1,598,302	\$ 4,562,201	\$ 6,160,502	\$ 1,598,302	\$ 4,562,201	\$ 6,160,502	\$ -	\$ -	\$ -

Operating (Game Day) Expenses

(includes lodging, meals, transportation, uniforms, equipment, event costs & officials)

Varsity Teams	Operating (Game Day) Expenses			Number of Participants			Operating Expenses per Participant		
	Men's	Women's	Totals	Men's	Women's	Totals	Men's	Women's	Totals
Basketball	\$ 552,209	\$ 519,788	\$ 1,071,996	15	13	28	\$ 36,814	\$ 39,984	\$ 38,286
Football	1,954,514		1,954,514	111		111	17,608		17,608
Golf	97,929	82,319	180,249	9	6	15	10,881	13,720	12,017
Soccer		291,762	291,762		31	31		9,412	9,412
Swimming & Diving		180,675	180,675		39	39		4,633	4,633
Tennis	105,979	126,054	232,032	8	9	17	13,247	14,006	13,649
Track & Field & Cross Country	172,393	172,005	344,398	76	77	153	2,268	2,234	2,251
Volleyball		222,200	222,200		18	18		12,344	12,344
Totals for All Teams	\$ 2,883,024	\$ 1,594,803	\$ 4,477,827	219	193	412	\$ 13,164	\$ 8,263	\$ 10,869
Totals for All Sports Except Football & Basketball	\$376,301	\$1,075,015	\$1,451,316	93	180	273	\$4,046	\$5,972	\$5,316

University of Idaho
Equity in Athletics Disclosure Act (EADA) Report

Average Coaching Salaries

Description/Explanation	Head Coaches		Assistant Coaches	
	Men's Teams	Women's Teams	Men's Teams	Women's Teams
Average Annual Institutional Salary per Coach	\$95,335	\$79,614	\$69,381	\$41,330
Number of Head Coaches Used to Calculate Average	5	7	17	13
Average Annual Institutional Salary per Full-Time Equivalent (FTE)	\$105,927	\$85,739	\$76,095	\$49,981
Full-Time Equivalents (FTEs) Used to Calculate Average	4.50	6.50	15.50	10.75

Counts of Head Coaches

Varsity Teams	Male Head Coaches				Female Head Coaches				Total Head Coaches
	Assigned Full-Time	Assigned Part Time	Full-Time Employee	Part-Time/ Volunteer	Assigned Full-Time	Assigned Part Time	Full-Time Employee	Part-Time/ Volunteer	
Men's Varsity Teams									
Basketball	1		1						1
Football	1		1						1
Golf	1		1						1
Tennis	1		1						1
Track & Field & Cross Country		1	1						1
Totals for Men's Teams	4	1	5	0	0	0	0	0	5
Women's Varsity Teams									
Basketball					1		1		1
Golf					1		1		1
Soccer	1		1						1
Swimming & Diving	1		1						1
Tennis					1		1		1
Track & Field & Cross Country		1	1						1
Volleyball	1		1						1
Totals for Women's Teams	3	1	4	0	3	0	3	0	7

University of Idaho
Equity in Athletics Disclosure Act (EADA) Report

Counts of Assistant Coaches

Varsity Teams	Male Assistant Coaches				Female Assistant Coaches				Total Assistant Coaches
	Assigned Full-Time	Assigned Part Time	Full-Time Employee	Part-Time/ Volunteer	Assigned Full-Time	Assigned Part Time	Full-Time Employee	Part-Time/ Volunteer	
Men's Varsity Teams									
Basketball	4	1	4	1					5
Football	10	4	10	4					14
Golf									0
Tennis		2		2					2
Track & Field & Cross Country		5	2	3		2	1	1	7
Totals for Men's Teams	14	12	16	10	0	2	1	1	28
Women's Varsity Teams									
Basketball	3		3		1		1		4
Golf									0
Soccer	1		1		1		1		2
Swimming & Diving	1		1		1	1	1	1	3
Tennis		1		1					1
Track & Field & Cross Country		4	2	2		2	1	1	6
Volleyball					2		2		2
Totals for Women's Teams	5	5	7	3	5	3	6	2	18

Lewis-Clark State College Gender Equity (EADA Narrative)

February 3, 2025

Gender Equity – Narrative
Lewis-Clark State College

I. Participation Opportunities: Compliance for this component means meeting one test of the three-part test for participation opportunities. LCSC does not currently meet these criteria.

A. Proportionate to enrollment

Title IX compliance is assessed relative to interest and abilities, athletic financial aid and other program areas. Relative to interest and abilities and prong #1 of the 3-prong test, substantial proportionality, in FY24, athletic participation was 55% male to 45% female. LC State's fulltime undergraduate enrollment in FY24 was 38% male and 62% female. This results in a 17% overrepresentation of male student-athletes. Prongs 2 and 3 look at the history and continuing practice of program expansion for the under-represented sex and full and effective accommodation of expressed interest and abilities of the under-represented sex. With these aspects of compliance in mind, LC State's 2-part Title IX Compliance Plan was accepted and approved by the SBOE in the spring of 2019. Part 1 of the Plan involved expanding and maximizing women's sport roster capacities, which started in the fall of 2019. Part 2 involved the addition of a women's intercollegiate sport, dance, effective fall 2023. Additionally, LC State added women's intercollegiate cheer, effective fall 2024.

In order to achieve the roster goals in Part 1, coaching personnel, operating budgets and student-athlete scholarship dollars needed to be increased. In FY 2020, a total of 2.62 FTE was spread across three coaching positions, in essence moving the head women's and men's golf coach to full-time, and the assistant volleyball and assistant women's basketball coach from part-time to full-time, inclusive of fringe and benefits. In addition, a concerted effort to increase scholarship funding (through the Warrior Athletic Association and LC State Foundation) for athlete recruitment is continuing. In response to these efforts LC State's overall women's sport roster increased from 123 in 20/21 to 140 in 21/22. There was a slight decrease to 134 for 22/23. Women's sport rosters then held constant at 135 for 23/24. Currently, the women's sport roster is at 121 for 24/25. This decline is concerning, and likely, at least in part, related to pandemic-associated enrollment and sport participation declines nationwide.

Even with LC State's fiscal conservatism in FY2024 funding streams to support continued Plan progress has moved forward. Specifically, (a) Warrior Athletic Association fundraising, in essence, taxed themselves 5% on dollars raised. These dollars are to be allocated, under the direction of the Director of Athletics, to support operating expenses (OE) associated with expanded sport rosters; (b) proceeds from the Hospitality area (sales and sponsorship) during the NAIA World Series, go towards women's sport expansion associated with the Title IX plan; and (c) revenue captured in response to reduced travel expenses with the move from the Frontier to Cascade conference has been directed toward Plan OE (e.g., increased travel costs to accommodate expanded rosters).

B. Demonstrate continuing program expansion

Part 1 of the Plan is the cornerstone of ongoing demonstration of a continuing practice of program expansion. Because of the pandemic "interruption" the timeline for this part of the plan has been extended and will be ongoing. Part 2 of the LC State's Title IX Compliance Plan involved the addition of a women's sport. As stated, dance was added effective fall 2023; and cheer fall 2024. Considerations for adding women's soccer are on hold at this

Lewis-Clark State College Gender Equity (EADA Narrative)

February 3, 2025

time (largely due to facility limitations). The NAIA recognizes competitive dance and competitive cheer as collegiate sports. While LC's athletic conference, the Cascade Collegiate Conference (CCC) does not yet sponsor competitive dance or cheer as a conference sport, we are able to find competitive competitions regionally (i.e., Montana) and throughout the Midwest which allows us to have multiple competitions packaged within a single travel weekend. LC State has demonstrated interest in dance and cheer and existing facilities that can accommodate practice and performances.

C. Fully accommodate the interest and abilities of the underrepresented gender

Relative to Title IX compliance, given its athletics history and tradition, LC State's compliance efforts are focused on growing women's sport participation, while holding men's sport participation relatively constant. Part 1 of the Plan has resulted in a net gain of 12 women's sport participants since FY2021, which translates to 45% women's sport participation. Part 2 included the addition of a women's sport. LC State officially implemented Dance beginning with the fall 2023 semester. The initial roster size was 9 participants, with a potential to grow to 20 participants within 3 years of sport launch. This sport addition would translate to 51% - 49% women's sport participation with a roster size of 20. Cheer was officially implemented fall 2024. The initial roster size was 5 participants, with a potential to grow to 20 participants within 3 years of sport launch. This sport addition would translate to 50% - 50% women's sport participation with a roster size of 20. Re-evaluation of substantial proportionality, which is a moving target pending enrollment trends, will need to be ongoing and will dictate next steps (e.g., plan part 3?). Note, to further guide assessment of this aspect of Title IX compliance, as of Fall 2020, LC State added sport participation specific questions to its annual student survey. These questions and the sport participation interest and abilities information the survey reflects are used to help guide LC State's Title IX considerations and obligations.

II. Financial Aid: The Financial Assistance requirement of Title IX, requiring assistance to be substantially proportionate to the ratio of male and female athletes, is currently tilted toward females. Athletic student aid totals (allocation of actual resources in FY24) were 54.7% to males and 45.3% to females in comparison to the unduplicated participation rate of 55.9% males to 44.1% females. This results in a 1.2% proportional advantage for females. The recruitment efforts identified in the previous section will assist in progressing towards compliance by increasing female participation.

III. Equal Treatment of Programs: The benefits, opportunities, and treatments afforded sports participants are equivalent. LC State is compliant with the Equal Treatment of Programs requirement of Title IX. The LC State Athletics Department has adopted an intercollegiate athletics manual, with standardized policies and procedures that helps ensure ongoing compliance in this area.

**Lewis-Clark State College
Equity in Athletics Disclosure Act (EADA) Report
July 1, 2023 through June 30, 2024**

University Enrollment

Gender	Full-Time Undergraduates	
	Number	Percent
Male Students	688	38%
Female Students	1,139	62%
Totals	1,827	100%

Athletic Student Aid & Recruiting

Team Gender	Athletically Related Student Aid		Recruiting Expenses
	Amount	Percent	Amount
Men's Teams	\$1,000,249	54.75%	\$9,171
Women's Teams	826,741	45.25%	6,601
Totals for All Teams	\$1,826,990	100%	\$15,772

Athletic Participation

Varsity Teams	Number of Participants			Number Participating on a Second Team		Number Participating on a Third Team	
	Men's	Women's	Total	Men's	Women's	Men's	Women's
Baseball	44		44				
Basketball	17	14	31				
Golf	9	6	15				
Tennis	17	17	34				
Track & Field (Indoor)	29	30	59	29	26	15	14
Track & Field (Outdoor)	31	22	53	29	22	15	14
Cross Country	17	17	34	15	16	15	12
Volleyball		18	18		2		2
Dance/Spirit		11	11				
Total Participants	164	135	299	73	66	45	42
Percentage of Total	55%	45%	100%				
Unduplicated Count	118	93	211				

**Lewis-Clark State College
Equity in Athletics Disclosure Act (EADA) Report
Total Revenues & Expenses**

Varsity Teams	Total Revenues			Total Expenses			Revenues minus Expenses		
	Men's	Women's	Totals	Men's	Women's	Totals	Men's	Women's	Totals
Baseball	\$911,328		\$911,328	\$911,328		\$911,328	\$0		\$0
Basketball	525,188	463,437	988,625	525,188	463,437	988,625	0	0	0
Golf	161,144	123,716	284,860	161,144	123,716	284,860	0	0	0
Tennis	228,882	274,917	503,799	228,882	274,917	503,799	0	0	0
Track & Field (Indoor)	59,145	61,668	120,813	59,145	61,668	120,813	0	0	0
Track & Field (Outdoor)	88,717	92,502	181,219	88,717	92,502	181,219	0	0	0
Cross Country	103,696	130,139	233,835	103,696	130,139	233,835	0	0	0
Volleyball		494,306	494,306		494,306	494,306		0	0
Dance/Spirit		77,445	77,445		77,445	77,445		0	0
Totals for All Teams	\$2,078,100	\$1,718,130	\$3,796,230	\$2,078,100	\$1,718,130	\$3,796,230	\$0	\$0	\$0
Not Allocated by Gender/Sport			831,168			827,323			3,845
Grand Totals for Athletics	\$2,078,100	\$1,718,130	\$4,627,398	\$2,078,100	\$1,718,130	\$4,623,553	\$0	\$0	\$3,845
Totals for All Sports Except Baseball & Basketball	\$641,584	\$1,254,693	\$1,896,277	\$641,584	\$1,254,693	\$1,896,277	\$0	\$0	\$0

**Operating (Game Day) Expenses
(includes lodging, meals, transportation, uniforms, equipment, event costs & officials)**

Varsity Teams	Operating (Game Day) Expenses			Number of Participants			Operating Expenses per Participant		
	Men's	Women's	Totals	Men's	Women's	Totals	Men's	Women's	Totals
Baseball	\$164,068		\$164,068	44		44	\$3,729		\$3,729
Basketball	124,991	104,542	229,533	17	14	31	7,352	\$7,467	7,404
Golf	27,763	27,575	55,338	9	6	15	3,085	4,596	3,689
Tennis	39,824	38,419	78,243	17	17	34	2,343	2,260	2,301
Track & Field (Indoor)	10,125	9,628	19,753	29	30	59	349	321	335
Track & Field (Outdoor)	15,187	14,441	29,628	31	22	53	490	656	559
Cross Country	19,174	19,490	38,664	17	17	34	1,128	1,146	1,137
Volleyball		97,387	97,387		18	18		5,410	5,410
Dance/Spirit		27,659	27,659		11	11		2,514	2,514
Totals for All Teams	\$401,132	\$339,141	\$740,273	164	135	299	\$2,446	\$2,512	\$2,476
Totals for All Sports Except Baseball & Basketball	\$112,073	\$234,599	\$346,672	103	121	224	\$1,088	\$1,939	\$1,548

**Lewis-Clark State College
Equity in Athletics Disclosure Act (EADA) Report
Average Coaching Salaries**

Description/Explanation	Head Coaches		Assistant Coaches	
	Men's Teams	Women's Teams	Men's Teams	Women's Teams
Average Annual Institutional Salary per Coach	\$33,529	\$28,782	\$18,120	\$10,102
Number of Head Coaches Used to Calculate Average	7	8	10	11
Number of Volunteer Coaching Positions	0	0	6	5
Average Annual Institutional Salary per Full-Time Equivalent (FTE)	\$74,746	\$68,529	\$44,521	\$42,904
Full-Time Equivalents (FTEs) Used to Calculate Average	3.14	3.36	4.07	2.59

Counts of Head Coaches

Varsity Teams	Male Head Coaches				Female Head Coaches				Total Head Coaches
	Assigned Full-Time	Assigned Part Time	Full-Time Employee	Part-Time/Volunteer	Assigned Full-Time	Assigned Part Time	Full-Time Employee	Part-Time/Volunteer	
Men's Varsity Teams									
Baseball	1		1						1
Basketball	1		1						1
Golf		1	1						1
Tennis		1	1						1
Track & Field (Indoor)		1	1						1
Track & Field (Outdoor)		1	1						1
Cross Country		1	1						1
Totals for Men's Teams	2	5	7	0	0	0	0	0	7
Women's Varsity Teams									
Basketball					1		1		1
Golf		1	1						1
Tennis		1	1						1
Track & Field (Indoor)		1	1						1
Track & Field (Outdoor)		1	1						1
Cross Country		1	1						1
Volleyball					1		1		1
Dance/Spirit						1	1		1
Totals for Women's Teams	0	5	5	0	2	1	3	0	8

Lewis-Clark State College
Equity in Athletics Disclosure Act (EADA) Report
Counts of Assistant Coaches

Varsity Teams	Male Assistant Coaches				Female Assistant Coaches				Total Assistant Coaches
	Assigned Full-Time	Assigned Part Time	Full-Time Employee	Part-Time/Volunteer	Assigned Full-Time	Assigned Part Time	Full-Time Employee	Part-Time/Volunteer	
Men's Varsity Teams									
Baseball	2	2	2	2					4
Basketball		3	1	2					3
Golf		1		1					1
Tennis		2	1	1		1		1	3
Track & Field (Indoor)		2	1	1					2
Track & Field (Outdoor)		2	1	1					2
Cross Country		1	1						1
Totals for Men's Teams	2	13	7	8	0	1	0	1	16
Women's Varsity Teams									
Basketball						2	1	1	2
Golf		1		1					1
Tennis		2	1	1		1		1	3
Track & Field (Indoor)		4	1	3					4
Track & Field (Outdoor)		4	1	3					4
Cross Country		1	1						1
Volleyball		1	1						1
Dance/Spirit									0
Totals for Women's Teams	0	13	5	8	0	3	1	2	16



University of Idaho

ANNUAL REPORT
April 2025

CARNEGIE

1

**CLASSIFIED
UNIVERSITY**

The highest tier of **research in the nation.**



The University of Idaho's 2025-2030 strategic plan is in development and expected to be completed this summer, pending board approval. Through extensive input from students, faculty, staff, alumni, industry leaders, and state officials, the plan will focus on evolving educational models for all learners, advancing research, strengthening workforce collaboration, and enhancing operational excellence.

As we finalize this new roadmap, we continue to execute on our strategic priorities centered on student success (access, enrollment, persistence and the student experience) earning R1 research designation (recently achieved) and telling our story. The U of I remains committed to innovation and excellence to ensure a lasting impact for Idaho and beyond.



Among the initiatives aimed at boosting student success is our Vandal Gateway program. It aims to improve access for students who may have experienced medical, family or other types of tragedies that impacted their academic achievement. The program provides structured tools and programs to those students that otherwise would not qualify for entry into the U of I. Our enrollments have significantly increased over the past eight semesters, our focus on improving math persistence has paid dividends, and students often tell us that the campus experience exceeds their expectations.

Our Vandal Finish program has also awarded hundreds of associate degrees to former students that completed enough credits for such a degree but left the university before finishing their bachelor's degree.

Early in 2025, the University of Idaho achieved a historic milestone, becoming the first institution in the state to earn designation as an R1 research university.

While this distinction is a testament to our wide-ranging research enterprise, it also speaks to our role as a leader in education and innovation in Idaho and the nation. Earning R1 classification elevates not only our research endeavors, but also our other strategic pillars – student success and telling our story.

The research the U of I does directly benefits the state of Idaho by working on pressing problems to improve outcomes for cybersecurity, nuclear science, semiconductor and microelectronics industries, as well as those related to natural resources and agriculture.

More than half of undergraduate students participate in research activities at the U of I, offering them unique hands-on experiences that make them more competitive in the job market. This classification will expand that impact. Access to research opportunities produces graduates who are more ready to make a difference in the Idaho workplace.

R1 status enhances the university's reputation locally, nationally and internationally and positively influences college rankings, which can increase enrollment and funding opportunities.

The impact of R1 status extends far beyond the university's campus. States with R1 institutions gain a competitive edge, attracting businesses and industries that value research and innovation. Given the U of I's land-grant mission and statewide presence, this, in turn, creates jobs, boosts the economy and enhances the state's reputation as a hub for progress and discovery. We're proud to serve the state of Idaho and our status as an R1 institution only enhances our ability to produce research that matters.

We continue to tell the story of how the U of I adds value to the state of Idaho. We outperform our regional peers in earned media, placing our faculty as subject matter experts to comment on the news of the day or to discuss groundbreaking research conducted at the U of I. In 2024, the U of I earned 50% of all share of voice – a key earned media metric – compared to all other Idaho colleges and universities.

We also excel at reaching our potential students. According to Rivals IQ we ranked No. 11 in the country for social media engagement last year. We deliver an award-winning welcome packet to admitted students and some of the most effective digital marketing in the country. We also launched our dinner table conversation ad to reach parents and other stakeholders that may not utilize social media to a great extent. The ad is focused on explaining what our students are learning and how it helps Idaho.

We appreciate the support of our regents over these past few years. Our success is directly tied to your advice, counsel and advocating on our behalf. We're committed to continue serving our students and advancing research solutions to better our state and our nation.

President Scott Green

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student GEMS

\$100M IN GRANTS

for biomedical research – through INBRE – has been distributed through U of I to students and faculty at public and private colleges and universities in Idaho in the last 25 years.



Idaho youth took part in 4-H activities delivered through UI Extension last year, gaining leadership and life skills.

Of the 310 public colleges and universities in the West, with a total enrollment of more than 3.2 million students, University of Idaho is:



NO.1 BEST VALUE

Public University in the West
- U.S. NEWS & WORLD REPORT

For **THE FIFTH** year in a row

54 U OF I RESEARCHERS

are top in their field according to Stanford/Elsevier – more than all other Idaho research institutions and Idaho National Lab combined.

2



Idaho youth were introduced to hands-on science learning at the McCall Outdoor Science School in the last year.



1,708



\$140M

in research expenditures last year, more than all other Idaho research institutions combined.

93 U OF I
MEDICAL STUDENTS

experienced rural medicine through the Rural Underserved Opportunities Program in the past five years.

30

MILITARY OFFICERS,
on average, are commissioned each year at U of I to help defend our nation.



U of I welcomed the largest freshman class in its history in Fall 2024, with

2,025

first time students, an 8.3% increase from Fall 2023.



MISSION FULFILLMENT AND STRATEGIC PLAN

In 2019, we took a fresh look at the university's progress on the 10-year strategic plan (2016-2025) and its strength to drive mission fulfillment. Facing a budget deficit and enrollment challenges, the university created a sustainable financial model to guide future university decisions. The result was the Vandal Hybrid Financial Model, developed using four guiding principles:

- Mission alignment
- Transparency
- Agility and adaptability
- Incentive Based.

The model drives our successful financial stability and future program development. We continue to use the model to reallocate current year funds and award new revenues based on the guiding principles above.

Under President Green's leadership, three strategic initiatives or pillars were identified in 2020 as the foundation for mission fulfillment:

1. Supporting student success
2. Prioritizing research
3. Telling the story of our institution

To chart the university's next phase of growth, Huron Consulting Group was engaged in Fall 2024 to facilitate the development of the 2025-2030 strategic plan. This new plan will articulate a bold, shared vision anchored in four to five transformative pillars.

As of this report, the university has gathered data, assessed the higher education landscape, and fostered a shared understanding of the U of I's position through interviews, focus groups and surveys involving students, faculty, staff, alumni, industry leaders, the Idaho Board of Regents and elected officials.



Through an iterative process that is ongoing, five potential pillars have emerged. Each pillar is aimed at strengthening the university's impact:

- Transforming the student experience to drive success
- Evolving educational models to meet learners' needs
- Advancing research that benefits Idaho and our industries
- Strengthening collaboration to prepare Idaho's workforce
- Enhancing operational excellence to support students, faculty, and staff.

The university is currently identifying initiatives within each pillar to drive progress toward our goals, ensuring a strategic, forward-looking approach to mission fulfillment and institutional success.



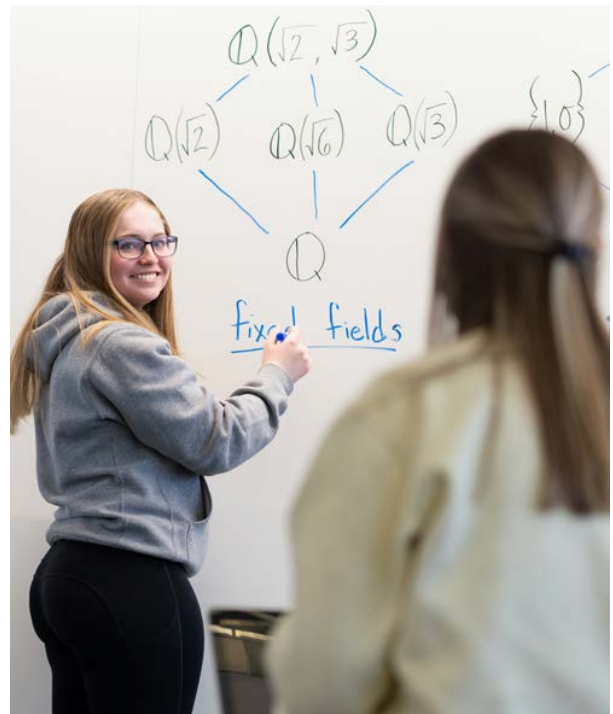


STUDENT ACHIEVEMENT DATA

Math 143 redesign

Prior to Spring 2023, Math 143 used an emporium model of instruction, where student learning was achieved not in classroom sessions, but in required computer lab time with the assistance of tutors. While this had been effective in the past, recent increased D, F and withdrawal rates had an outsized impact on retention and graduation rates.

Starting in Spring 2023, more instructional emphasis was placed in the classroom, implementing a hybrid model (some class instruction replacing and thus decreasing lab time) until full classroom instruction (150 minutes/week) could be implemented in Fall 2024. To accompany this transition, the faculty participated in pedagogical training focused on active learning. In order to assist implementation by the instructors, new class activities were designed around the principles of active learning. New assessments and



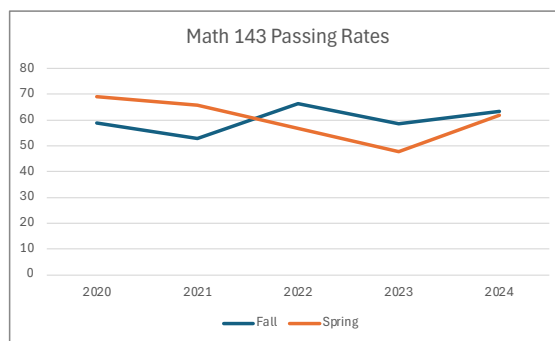
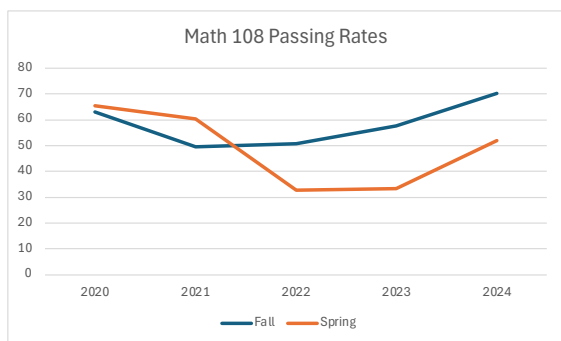
assessment procedures were designed to more carefully monitor student progress, give formative feedback to students, and raise our standards to include conceptual reasoning questions. Finally, decreased class sizes provided the opportunity to restructure course policies to be more student and learning focused.

As shown in the graph below, we have seen improvements in passing rates as we have changed our pedagogy and procedures in Math 143. We are continuing to work on improving the curriculum of

the course to better align with educational research on Calculus preparation, the Idaho Content Standards in Mathematics, and the General Education Mathematical Ways of Knowing.

A student who failed Math 143 under the emporium model and is now successfully passing the in-class model:

“The class is now more individual. Both the instruction and the group thinking is beneficial. The other way was a lot of teaching yourself, whereas this is learning together.”



Sustainable Solutions Certificate

Newly available to all undergraduate Vandals, the Sustainability Certificate includes a range of courses across many disciplines and provides students with an essential credential for future employment. LinkedIn found that job postings around the world requiring at least one green skill jumped by 22.4% from 2022 to 2023 while the share of workers who have held a green job or list at least one green skill on their LinkedIn profile increased by only 12.3%.



The certificate also caters to the 71% of U of I students who say that sustainability is important to them and the 91% of Vandals who say that the environment is important to them (an 8% increase since 2023).

Students who complete the certificate are better prepared to contribute to an informed citizenry that is creating sustainable solutions for Idaho and beyond. The Sustainability Certificate currently enrolls students from five colleges.



Undergraduate Research Certificate

The University of Idaho's Undergraduate Research Certificate is a transformative opportunity for students to engage in meaningful, hands-on research while gaining a competitive edge in their academic and professional journeys. This program provides structured support, mentorship, and recognition for students who actively contribute to the university's research mission, reinforcing U of I's prestigious Carnegie R1 designation.

The structured nature of the certificate helps demystify the research process, empowering students to see themselves as scholars and active contributors to their fields. Research engagement has been shown to increase student retention and degree completion rates by fostering a sense of belonging, strengthening academic motivation, and providing direct faculty mentorship.

Students pursuing the Undergraduate Research Certificate gain access to invaluable academic opportunities integral to success in graduate education and highly valued by industry partners who require their workforce to think critically.

Vandal Finish

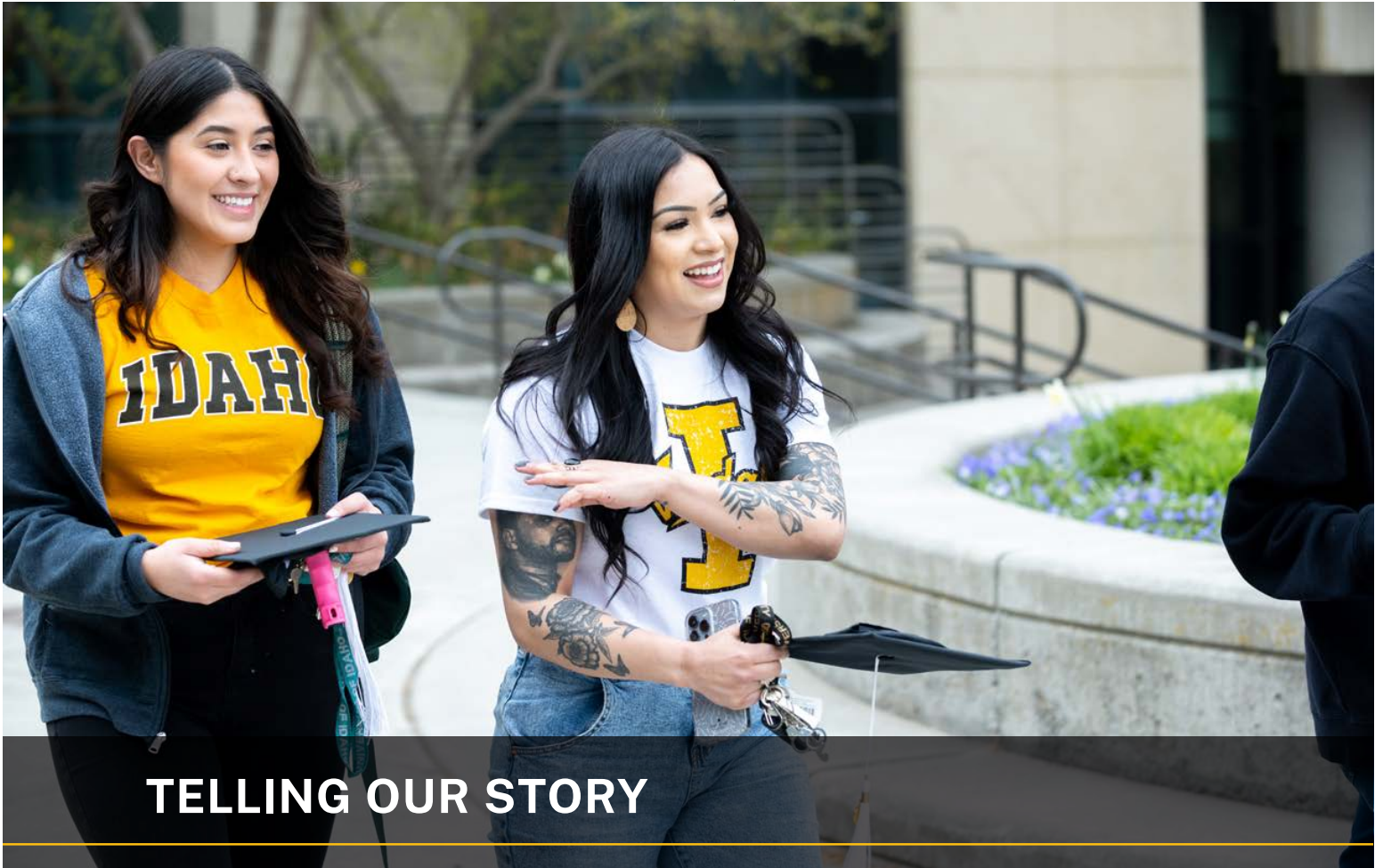
The College of Letters, Arts and Social Sciences created the Vandal Finish program for those former students who left after two years, but did not get their degree because we did not offer two-year associate degrees. Vandal Finish helps these students qualify for an associate degree or complete their original degree. In less than 12 months, 340 former students can now add a college degree to their resumes.



Vandal Student-Athletes

Our University of Idaho student-athletes continue to excel both in competition and in the classroom. In 2024, they set a new athletic department record with an average GPA of 3.52, and 104 student-athletes posted a perfect 4.0 GPA.

Vandal athletics strengthens alumni connections and enhances the U of I's national visibility. Our student-athletes not only compete at the highest levels but also achieve remarkable academic success, representing the university with pride.



TELLING OUR STORY

Best Value Public University in the West



Ranked #1 Best Value Public University in the West
(5 YEARS IN A ROW)

- U.S. News & World Report (2024)

#2 Nationally

(Only behind UNC Chapel Hill)

Median Earnings 4-Year Schools

U.S. Department of Education Score Card
National 4-Year Midpoint \$53,747

University	Median Earnings	Midpoint
University of Idaho	\$54,670	\$100,000
Idaho State University	\$45,608	\$100,000
Boise State University	\$51,658	\$100,000
Lewis-Clark State College	\$46,001	\$100,000

TOP 6%

U of I's ranking among all public universities on the Top Public School list ahead of regional land-grant peers in Washington, Montana, Wyoming, Utah and Nevada.

Record-Setting Freshman Class

Freshman Class

2,025
STUDENTS

(8.3% increase)



Overall
Enrollment

12,286

(3.7% increase)

Idaho Resident
Undergraduate
Enrollment

+4.9%



DOCTORAL GROWTH

+10% (most in U of I history)

GRADUATE STUDENT
GROWTH **+4.2%**



COLLEGE OF LAW

+7.9%

(457 students)

Economic Impact Across Idaho

2.78 Billion

Total Economic Output



CONTRIBUTION TO IDAHO'S ECONOMY



1.58 Billion

IN ADDED GROSS STATE PRODUCT

JOBS SUPPORTED

30,316



State and Local
Taxes Contributed

131.1 Million

Alumni Impact

140,525

degrees awarded since U of I's founding



115,000+ Alumni

46.8% live in Idaho

Vandals 11th in Nation for Social Media Engagement

Ranked

#11 Nationally

in 2024 (Rival IQ Social Media Engagement Report)

OUTPERFORMED

University of Georgia, Georgia Tech, Marquette

Idaho is Idaho Campaign

Meta (Facebook & Instagram)  

1M+ Impressions

375K+ Engagements

YouTube

2.48M Impressions

Nearly 1M Engagements

80% Completion Rate

TV Advertising

60-70 airings per week in Boise, Twin Falls, and Idaho Falls

Aired during NFL Playoffs, Super Bowl pregame, Daytona 500, Grammys, The Bachelor, and CFB National Championship

**Reaching Idahoans
where they watch!**



Campus Visits: A Key Enrollment Driver

4,793

TOTAL VISITORS

Campus Tours

341 daily tours
10 Saturday tours
8 holiday tours

Group Tours

34 group visits
722 prospective students

Special Events

12 major events
(excluding college-specific)
8,254 guests hosted

39,703

OUTREACH CALLS MADE TO
PROSPECTIVE STUDENTS
AND FAMILIES!



ZeeMee Growth and Success



Fall 2025 ZeeMee community grew

63% to **3,519 students!**

40% of 2024 incoming
class used ZeeMee

ZeeMee is a social engagement platform designed to connect prospective and admitted students, providing a dedicated space for students to build community, ask questions, and begin forming relationships prior to arriving on campus.

Awarded “ZeeMee’s Most Creative and Unique Live Events” and “ZeeMee’s Most Live Events Hosted.”

**A game-changer
for student
engagement!**



STUDENT SUCCESS

Vandal Healing Garden built as a lesson and legacy

The Vandal Healing Garden and Memorial, a space dedicated to remembering former students who died while attending U of I, was dedicated in Fall 2024 after a year of planning, design and construction by College of Art and Architecture Design-Build and Landscape Architecture students.

Next to the Physical Education Building (PEB), a looping concrete walkway lined with bright flowers and green trees leads visitors to a large steel memorial pavilion next to alcoves with wooden candleholders.

Students began designing the garden in Fall 2023, taking input and hosting ideation events. That vision came to fruition in Summer 2024, when other students spent the summer working for free to ensure the installation was complete by the start of the fall semester.

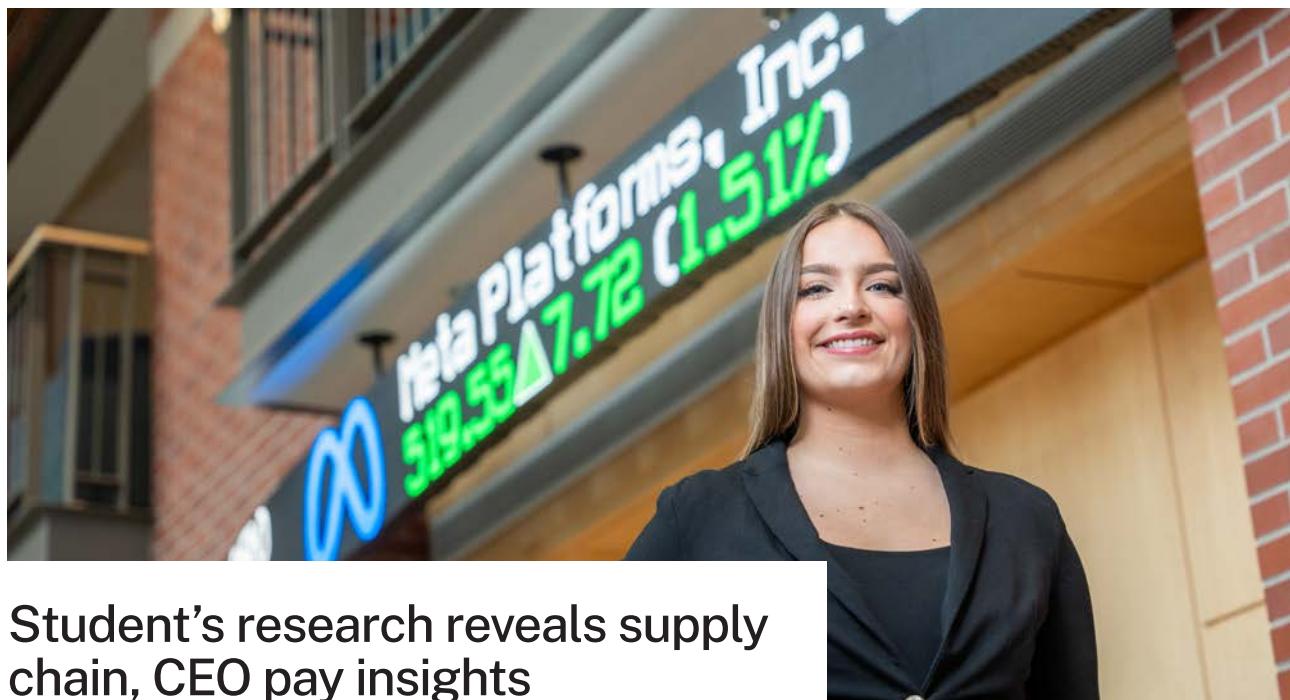
“We focused on the senses we use while experiencing a garden, especially one meant to aid with the healing process,” said Emily Stuart, a landscape architecture student from Idaho Falls who spent her senior year on the project. “We all knew we needed a timeless space that captured Vandal energy, meaning our designs needed to be humble, natural and inviting.”

The northern half of the area is the memorial space. It contains a circular steel structure with an open center featuring plantings and a steel panel mosaic sculpture representing all former students who died while attending U of I. A railing along the structure’s eastern edge is inscribed with the names of the King Road homicide victims. The space includes booths where people can leave notes of remembrance in votives that can be placed in custom-built wooden holders.

The southern half of the space is the healing walk, designed for walking or sitting on benches to relax and reflect. The two halves were designed so visitors can choose the areas they want to visit.

At night a large beacon next to Shattuck Arboretum shines a light at night that is visible from the campus walkway next to Idaho Student Union Building, Teaching and Learning Center and Library. Streetlights on the same timer along the corridor between PEB and Memorial Gym guide visitors to the site.

“There’s something really exciting about getting to this point,” said Madailein McLenna, an architecture student who also worked on the project as a senior. “Someday we’re going to be able to look at the memorial and say, ‘We did that.’”



Student's research reveals supply chain, CEO pay insights

Anna Bliss comes from a family of entrepreneurs. Her father is the chief executive officer of a family-owned fishing lure company in Bonners Ferry. Her grandparents started a tree farm. Both provided her with unique insights in starting and running businesses, marketing products and getting them from producer to consumer.

She is the first College of Business and Economics student to earn an undergraduate research grant -- and she earned two.

"I was looking for research opportunities and with the help of a professor received two fellowships to explore topics that are trending right now," Bliss said.

Bliss spent most of Summer '24 on campus, investigating, crunching data and tracking outcomes to learn how companies can improve sales and stay competitive in ever-changing business environments.

She also explored if CEO salaries are commensurate with their company's financial outcomes.

Both awards, valued at over \$6,000 were equivalent to having a fulltime summer job, Bliss said.

She started at U of I as a computer science major but found herself more drawn to the strategic and analytical side of business, with goals of one day being a business owner herself.

"I realized that pursuing a business degree aligned better with my interests," she said. "I kept a minor in cybersecurity because I find the field fascinating and constantly advancing."

Bliss said she opted to investigate CEO pay because it is a popular topic. Whether high CEO salaries are justifiable has been disputed for more than a decade.

She analyzed S&P 500 companies by examining their financial data, including balance sheets and income statements. Bliss calculated performance ratios then used regression analysis to test the relationships between these variables.

In addition to the mass merchandise industry, Bliss delved into the effect of supply chain innovation in the airline industry and consumer electronics.

"People often think that research is only for science or engineering, but every major business decision is based on thorough research and analytics," U of I professor Shenghan Xu said. "We were interested in investigating whether operational differences impact various financial measures."

Qualities that make for good researchers in STEM fields also apply to business and economics, Xu said.

What did she learn from her investigations?

"Whether it's the debate on CEO pay or the necessity of innovation, nothing is black and white."



Idaho native finds her roots

Abigail Crawford didn't have a direct connection to agriculture, despite growing up in Kuna. But she wanted to be a veterinarian, so she decided to enroll in agriculture classes in high school to gain experience working with horses and to learn more about veterinary science.

While taking an animal science course, she was encouraged to join FFA. There, she found her true passion — plant science, specifically weed science — that set her on a course to University of Idaho.

"Plants are just amazing. They thrive in situations where sometimes they're not supposed to, like when you find dandelions growing in the cracks in the sidewalk," she said. "Crop science is really cool, but the weeds and how they interact with other plants and their own environment is just fascinating."

During the Idaho FFA Career Development Events in Moscow the summer before her freshman year at U of I, Crawford was put in touch with Stephen Cook, professor and head of the Department of Entomology, Plant Pathology and Nematology. He hired Crawford as a laboratory technician, where she worked for the next four years.

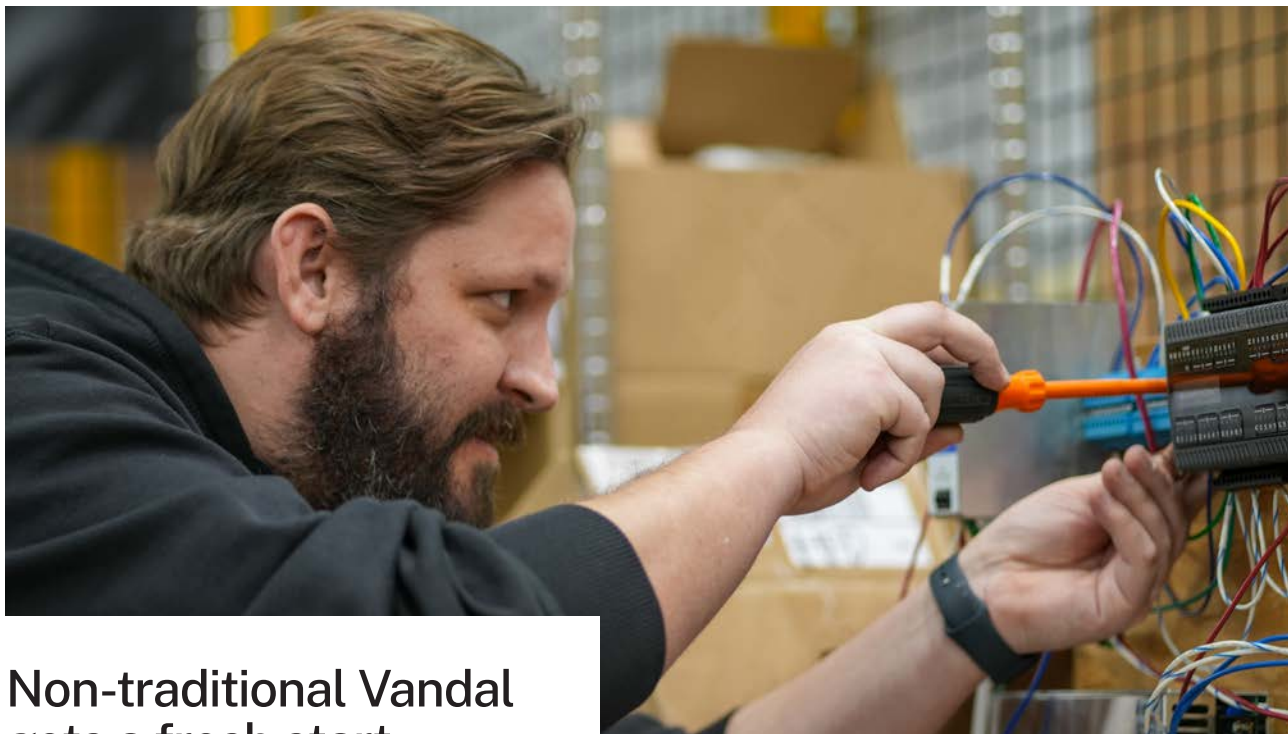
She began by assisting others with their projects, learning how to pin and catalog insects, how to

prepare plants for carbon analysis, how to identify insects and forest plants, and how to chop and dissect trees. Her sophomore year she was asked to step in and finish a project for a departing graduate student looking at biological controls — natural enemies such as arthropods, bacteria or fungi — of spotted knapweed, which she worked on independently for the next two years.

The project aimed to determine if there are suitable controls for the highly invasive weed that severely decreases the biological diversity of native plants and reduces soil fertility. Crawford mapped out where and what type of approved biocontrols were being used in northern Idaho to give relevant agencies an idea of what controls are being used.

"I got to dabble in everything which has been really good for learning what I want to do," she said. "I've been given all the experiences I could imagine in that lab."

The experiences in Cook's lab, combined with her coursework, helped Crawford narrow down what she wanted to do with her career. She recently accepted a position as a research technician with the wheat breeding program at the U of I Aberdeen Research and Extension Center.



Non-traditional Vandal gets a fresh start

They say life can be a roller coaster, but prior to going back to school, Gary Banks spent nearly 20 years of his life among roller coasters as a technician on live shows for Silverwood Theme Park in North Idaho.

“I’d been working summers at Silverwood since I was 14,” said Banks, a non-traditional U of I Coeur d’Alene student studying computer science. “In 2021, at 32 years old, I realized that I needed to go back to school to finish my degree to increase my earning potential if I wanted to afford to buy a home in the area.”

Banks had taken computer science courses at U of I in Moscow after he graduated from Timberlake High School in 2007 but came home after a few semesters.

“I loved my time in Moscow, but it wasn’t the right time for me to be in school,” Banks said.

After completing his transfer requirements at North Idaho College through a partnership between NIC and U of I Coeur d’Alene, Banks found himself in the right place at the right time. U of I’s Fresh Start program enabled him to start over with a clean slate academically, which made him eligible for scholarships and other academic programs that require good grades.

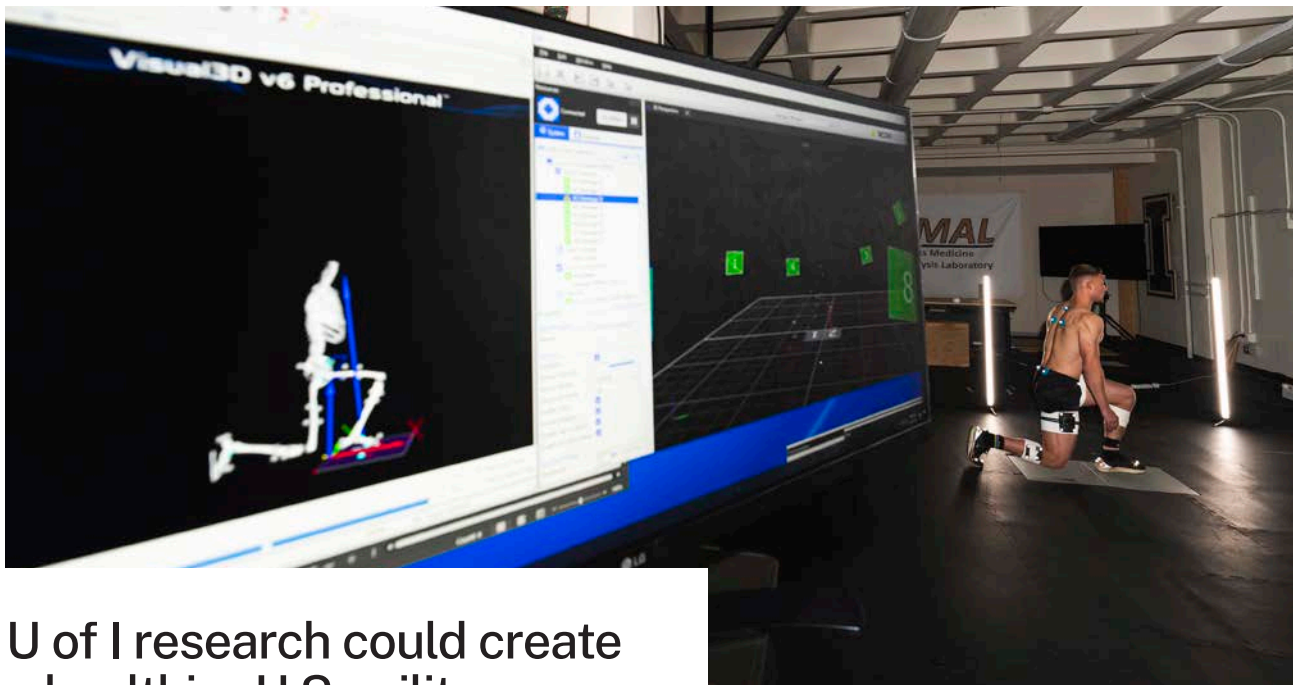
Banks landed a three-month internship with a local plastic injection molding company, H&H Molds, which led to a part-time job in Fall 2024. He created a custom tool for H&H that helps automate a manual process of inserting rubber O-rings into plastic lids.

He then mounted the tool on a robot with an automated camera and a robotic arm.

“This is a work in progress that I’m iterating and improving upon, but it has already been used in production,” Banks said. “It cuts the process time by about 75%.”

Though coming back to school after time away might seem intimidating, Banks said U of I’s computer science faculty encouraged and enabled him to achieve his goals.

“They genuinely want to see us reach our full potential. Our classes are small, which is an advantage because it allows for more personalized attention from instructors and creates a learning environment where everyone feels supported,” Banks said.



U of I research could create a healthier U.S. military

Rafe Richardson wanted to learn more about musculoskeletal injuries while pursuing his dream of becoming a doctor.

Together with Department of Movement Sciences Associate Professor Joshua Bailey, the junior biological engineering major and Air Force ROTC cadet, could help ROTC programs across the country keep their cadets healthier by teaching them how to move more effectively.

“Both the Army and Air Force are employing civilian strength conditioning coaches on some of their bases because they see the value in this type of program,” Bailey said. “Our goal is to get cadets at the ROTC level to focus on this training so they start with a solid understanding of how to stay healthy.”

Bailey and Richardson concluded their first wave of research, where they studied the movement of 50 ROTC cadets.

They spent several months recording and analyzing their movements.

“We look at the way their entire skeleton moves as they land. We’re measuring their ground reaction force — how their feet and legs are interacting with the ground,” Richardson said.

Because military members are constantly in motion, they are susceptible to movement-related injuries. Bailey and Richardson are looking for traits that

could predict a cadet’s specific risk factor for injury.

“When their foot hits the ground, we can see exactly how much force they’re exerting,” Richardson said. “We can also see how that force moves up their leg based on their movement patterns. From there, you can calculate how much stress is being put on joints, hips, knees and ankles.”

Richardson and Bailey will soon move on to phase two of their study — intervention with cadets.

Based on self-reported injuries or health issues, the U of I team will use the information they’ve compiled to create profiles for each cadet that gives them suggestions to reduce injury risk.

“These tasks we are doing with the cadets have optimal movement patterns to them,” Bailey said. “Deviations from the optimal movement pattern may indicate either weaknesses or risk factors for injury. We want to show them how to improve their movement patterns, which would then decrease the chance of injury.”

Richardson learned about this project because of his involvement in ROTC, but as someone who has medical school in his sights, he found this project to be the perfect way to combine his passions for the military and the medical world.



Analyzing tree rings opens new avenues for Lewiston student

Maia Cuddy's dad and grandfather were surveyors for logging companies in the Clearwater Forest, and she heard their outdoor tales.

By the time she enrolled in the College of Natural Resources to pursue a degree in environmental science and conservation biology, she admired trees and loved to sojourn in North Idaho's vast forests. She could climb trees or split their wood for campfires, but she had not studied their rings.

The Lewiston native soon learned how to drill and read tree cores in Associate Professor Grant Harley's tree ring lab - part of the College of Science - which led to a summer field experience in Virginia.

"I love dendrochronology, because it offers a deep and interesting story of climate," Cuddy said. "Analyzing tree rings can show years of climate history in specific ecosystems."

The study of dendrochronology uses slim tree cores, removed with a boring instrument, to extract a sample of the tree's growth rings. The rings can tell a researcher a lot about forest history, weather patterns and even sunspots.

At a dendrochronology field school at the edge of the Appalachian Mountains, Cuddy and her colleagues explored the effects of woolly adelgid bugs on eastern hemlock trees. Tree ring samples

showed how the aphid-like insects affected hemlock trees, how the trees recovered and the rings provided researchers with patterns that may help predict future outbreaks.

Her weeks in Virginia were followed by a stint in Idaho and Yellowstone National Park where Cuddy and the graduate students she was helping pulled core samples from ancient trees and woody plants.

The experience and skills she acquired have led to a new interest and opened avenues for a new career.

"I really wasn't well versed in dendrochronology," Cuddy said. "The only experience I had from the tree ring lab was scanning cores. I had not collected cores or analyzed them for historical data."

Cuddy flourished at the field school, Harley said, which set her up for additional dendrochronology field work including a stint along the Salmon River, and she traveled to East Yellowstone to help a graduate student with field work.

"After only a semester at U of I, I entered a new world of opportunities," Cuddy said. "I have learned so much in such a short amount of time and have created a network of incredible and inspiring people," she said. "The opportunities just keep coming."



PRIORITIZING RESEARCH

CARNEGIE 1 CLASSIFIED UNIVERSITY

University of Idaho is the first and only Idaho university to join the top research institutions in the United States after earning the designation in the 2025 Carnegie Classification of Institutions of Higher Education. This classification is the gold standard for research excellence, given to less than 4% of all U.S. higher education institutions, and it recognizes the university for “very high research activity” and its transformative contributions to science, innovation and education.

To classify as an R1 institution, universities must have at least \$50 million in annual research expenditures and grant at least 70 research doctorates each year. U of I had \$135.9 million in research expenditures in Fiscal Year 2023 and awarded 80 research doctorates. Research expenditures surpassed \$140 million in 2024.

U of I focused on the goal of becoming R1 when President Green joined the university in 2019. Not only did the university increase its research

expenditures since then, it also grew its doctoral programs by 18.4% since 2019, reaching an all-time high of 606 current doctoral students in Fall 2024.

Achieving R1 status unlocks numerous opportunities for U of I, including:

- **More than half of undergraduate students participate in research activities at U of I**, offering them unique hands-on experiences that make them more competitive in the job market. This classification will expand that impact.
- **R1 status enhances the university’s reputation locally, nationally and internationally** and positively influences college rankings, which can increase enrollment and funding opportunities.
- **The research U of I does directly benefits the state of Idaho** by working on pressing problems to improve outcomes for cybersecurity, nuclear science, semiconductor and microelectronics industries, as well as those related to natural resources and agriculture.
- Access to research opportunities produces graduates who are **more ready to make a difference in the Idaho workplace**.

POP TALKS

- In October, 2024, the U of I hosted its second annual POP Talks, as eight stellar faculty members discussed the “Power of Possibility” in their respective fields. Hundreds of community members attended for the series of 3-minute lectures. Bethaney Fehrenkamp, a clinical assistant professor of immunology, took home the top prize with her presentation about the connections among sleep, circadian rhythms and their effects on breast milk production and infant health.

IDAHO IMPACT



U of I team aims to revolutionize affordable housing with 3D-printed wood waste

University of Idaho is developing technology to make housing more affordable nationwide by using Idaho wood waste to make one of the most sustainable building construction materials on the market. They're combining sawdust and other wood byproducts with bio-based glue to create a medium for 3D-printing buildings and stackable bricks.

"We're trying to change the way houses are built in the United States," said Michael Maughan, associate professor in mechanical engineering. "It's too expensive, it takes too long, and we think we can do it with a lot less money, labor and injuries for construction workers."

The interdisciplinary project, known as PrinTimber, is expected to positively impact Idaho's fast-growing construction industry. The colleges of Engineering, Natural Resources and Art and Architecture are partnering with Auburn University on the project.

Nationally, U.S. lumber manufacturing generates 84million tons of sawmill dust and waste per year.

"Only about 40% of a tree is converted into lumber," Maughan said. "That means there's a lot of waste that's either left in the forest or used for lower-value products."

The team wants to create a plant-based resin to bond the wood fibers together, with the goal of 3D printing a house. If they succeed, the new construction material will be completely bio-based, as wood is already a renewable natural resource.

3D printing the wood and resin mixture takes several hours, so graduate students on the PrinTimber team started thinking of ways to test the material without putting it through the printer.

U of I graduate students devised a stackable brick, known as the TechnoLog, formed with the same material used in the 3D printing process.

Compressed into a brick shape and allowed to cure, this material is showing promise as a second construction method.

"With the PrinTimber project, we're really hoping to address the needs at every level and make a meaningful impact," Associate Professor Randy Teal said. "The TechnoLog will hopefully provide an easy-to-use, low-tech product that allows for an easy entry point for use within the construction industry."

IDAHO IMPACT



Idaho Heritage Project introduces future lawyers to rural opportunities

Residents of Camas, Clark and Lincoln counties, all in rural Idaho, face a looming legal crisis — as of summer 2024, no lawyers practice within their borders.

Their situation is just part of a not-so-pretty picture across the state — half of Idaho’s 44 counties have 10 or fewer lawyers, including public sector attorneys who do not practice privately. A shortage of lawyers means Idaho residents with legal issues might have to pay for lawyers to travel to represent them, or in some cases, end up representing themselves.

University of Idaho’s College of Law is working to address the problem by introducing future law school graduates to these rural opportunities through the Idaho Heritage Project. Its Rural Scholarship Fund provides financial support for summer internships in small communities throughout Idaho.

Not only is there a need for lawyers in rural Idaho communities, but in many cases, for the right candidate, living and working in a small town can make for a perfect match.

“We know there is a need in our more rural communities and we want to expose our students

to the possibilities of practicing law in those areas,” said Aviva Abramovsky, dean of Law.

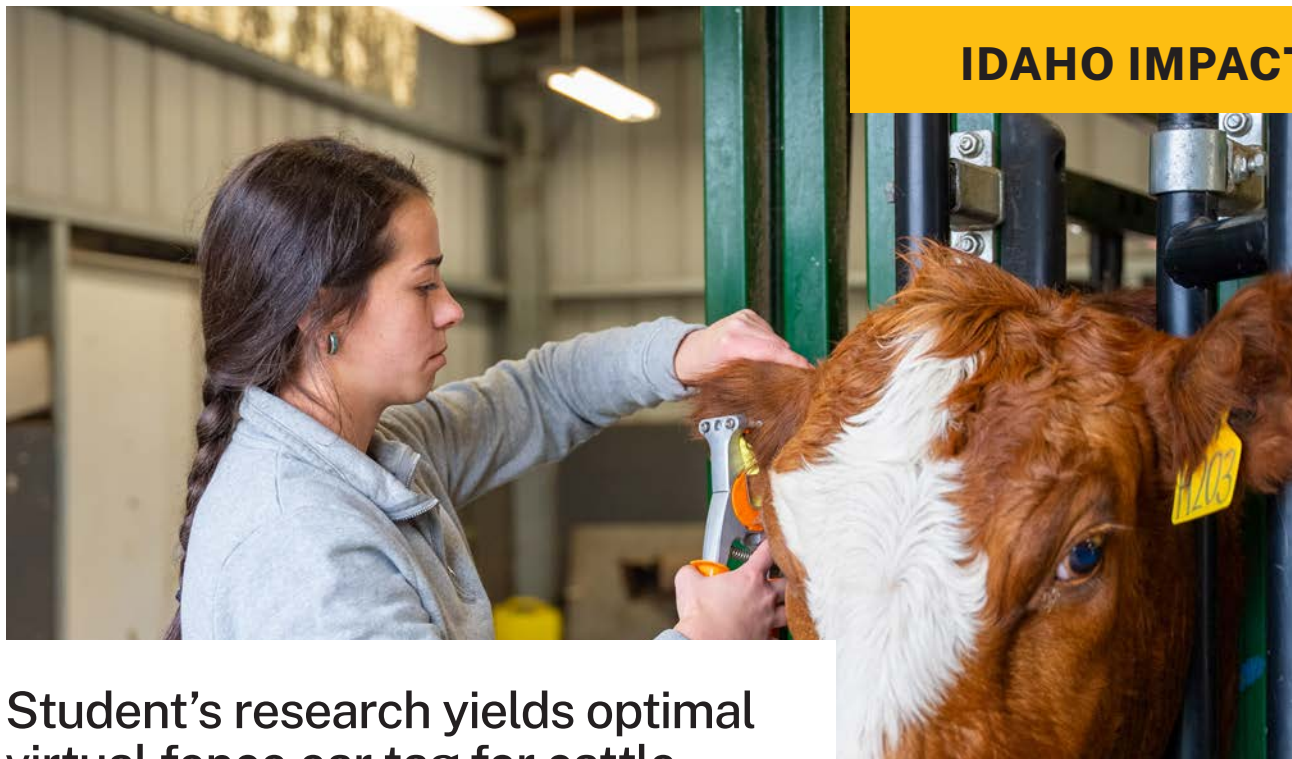
Jarrett Broughton ’23 joined a law firm in Post Falls after he graduated from Idaho Law, and it was an Idaho Heritage Project internship that introduced him to his future employer.

During his time in Post Falls, Broughton learned how crucial it is for smaller towns to have access to lawyers. He spent time assisting clients as far away as Bonners Ferry because they couldn’t find anyone else to help.

“A lot of people have substantial legal issues but can’t find representation, so they either represent themselves or have to pay an attorney to travel back and forth to come to court for them,” he said.

Broughton also said establishing relationships is important because you don’t have the anonymity that often comes with working in a larger metropolitan area.

“You often have to work with the same people day after day — judges, opposing counsel and others,” he said. “It’s not like a big city where you likely won’t run into anyone you work with after hours.”



Student's research yields optimal virtual fence ear tag for cattle

Emma Macon enjoyed grasslands long before she enrolled at University of Idaho.

"My sister and I spent a lot of time in the grasslands with my dad who we called a grass geek because he knew the names of all the plants," she said. "So, I wanted a job working outdoors and University of Idaho has a reputation for getting students the skills they need to do that."

She began working with Professor Karen Launchbaugh at the university's Rangeland Center where virtual fence technology is an ongoing project.

Standard barbed wire fencing is costly to maintain and injurious to livestock, people and wild animals including elk and deer. It also fragments landscapes thereby disrupting wildlife migration patterns. Scientists are developing cost-effective virtual — or invisible boundary — fences for better land management and wildlife conservation.

Macon spent hours weighing prototype ear tags made of hard plastic that would contain radio receivers that used electric shocks to train cows to stay within boundaries.

"There were a lot of issues," Macon said. "We needed to know the size and weight of a plastic ear tag that didn't bother cattle and impede their behavior or their hearing, and the mobility of the ear."

Working with U of I's Beef Center on the Moscow campus, Macon tagged cattle and observed their behavior, collecting and narrowing down data to arrive at the optimal and most efficient ear tag size.

Macon's virtual fence research is in conjunction with peers in the College of Natural Resources who are developing radio fences, as opposed to the more standard GPS-based models.

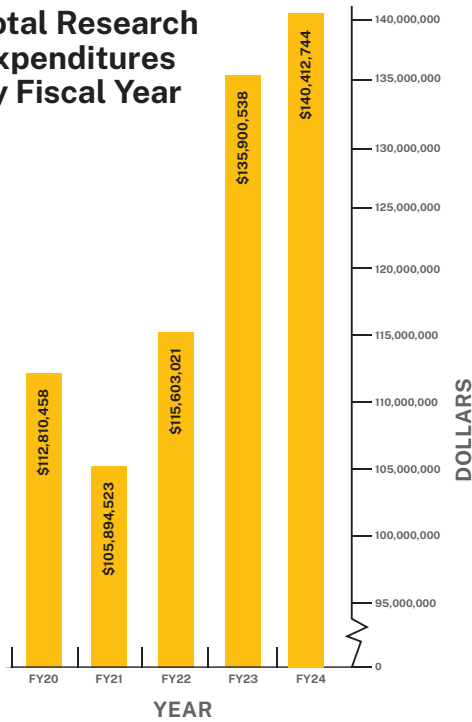
The GPS virtual fence technology being developed uses collars weighted with batteries, Macon said. Using ear tags and radio beacons make the fence technology low weight and low cost. In addition, GPS virtual fences are accurate to within about 10 yards, Launchbaugh said, while the radio tags are accurate to within a few feet.

"Emma's project is so critical," Launchbaugh said. "Her work confirmed we're on the right path."

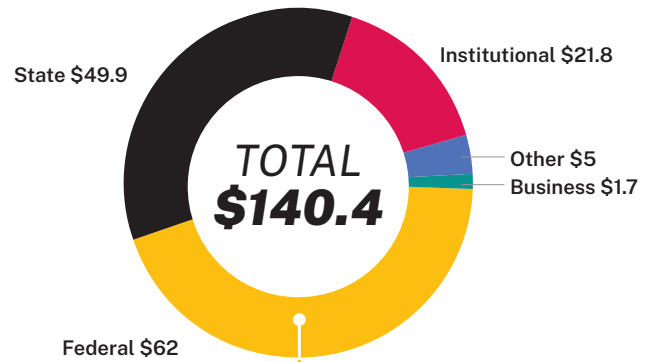
FY24 Research Activity and Expenditures

Expenditures are actual dollars spent on research as a measure of research activity. Research activity is the number of proposals and dollars awarded, not all of which is spent at the time of the report.

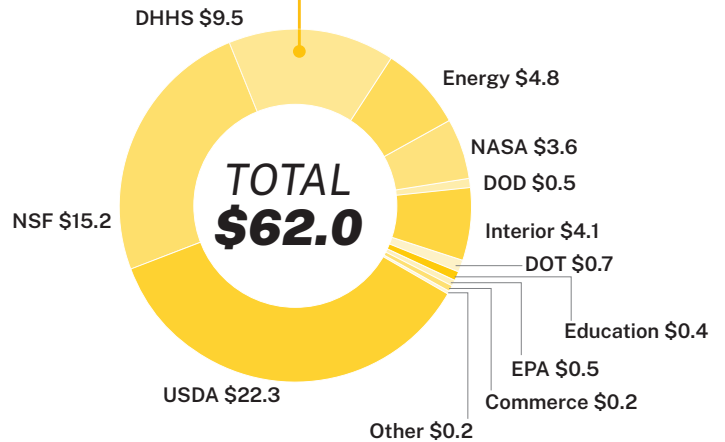
Total Research Expenditures by Fiscal Year



Total Research Expenditures in FY24 by Funding Source
(Dollars in Millions)



Portion of Federal Research Expenditures by Sponsoring Agency
(Dollars in Millions)



Summary of Sponsored Proposals & Awards Activity in FY24

SPONSORED PROJECTS	NUMBER	AMOUNT
Proposals Submitted	813	\$297,822,548
AWARDS RECEIVED	NUMBER	AMOUNT
New Awards	401	\$80,562,794
Other Actions	243	\$42,038,642
TOTAL AWARDS	644	\$122,601,436

FY 24 STATS	\$140.4 M in research expenditures	401 new awards	16 invention disclosures	6 new licenses
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Research Efficiency

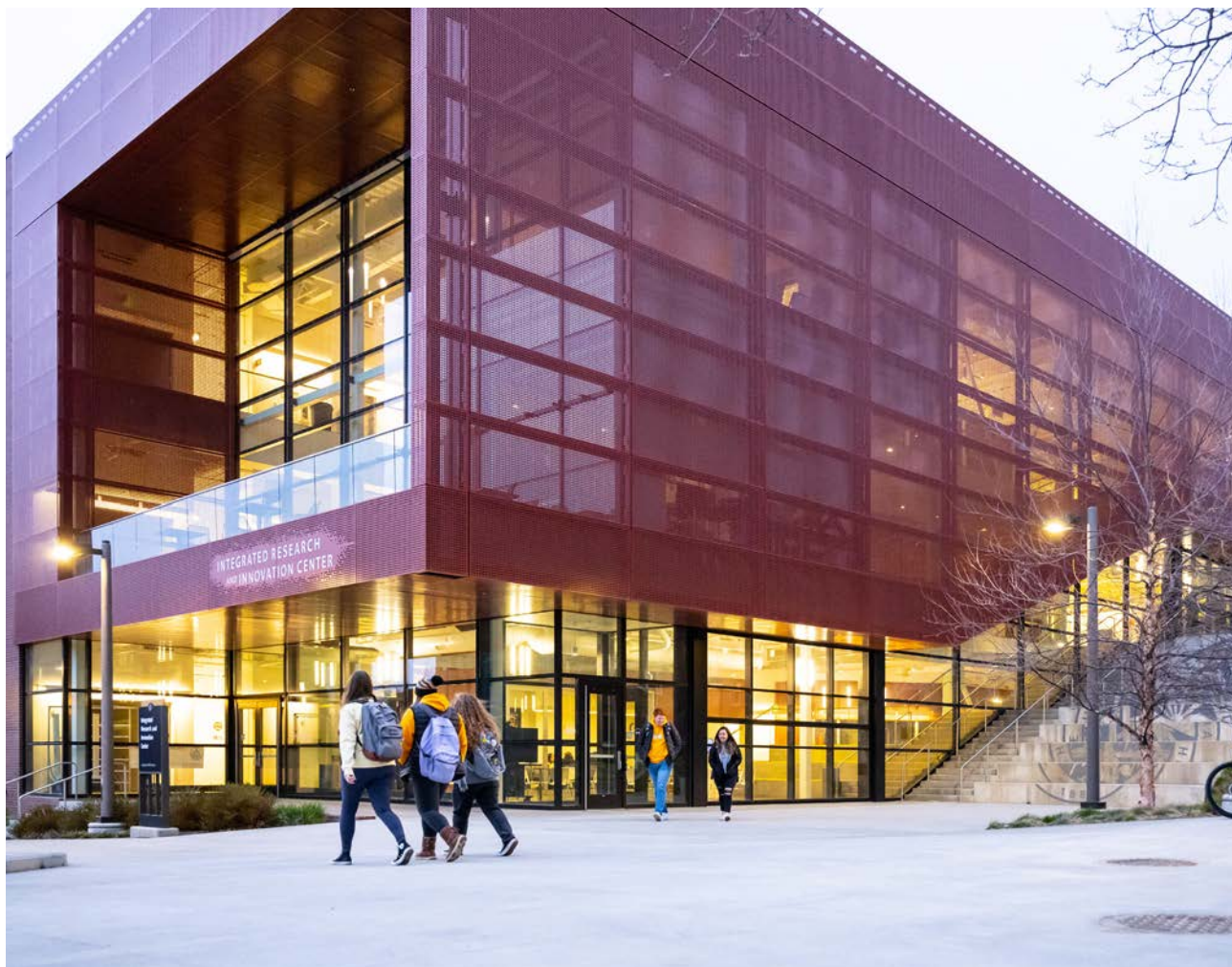
The U of I was awarded a \$4.5 million grant in early 2025 that will leverage generative artificial intelligence to streamline research administration at the university.

Sarah Martonick, director of the Office of Sponsored Programs, is the principal investigator on the grant from the National Science Foundation's GRANTED program. The program's goal is to enhance the U.S. research enterprise by improving administration support infrastructure, increasing service capacity and broadening participation by developing institutions across the national research landscape.

Every grant earned by a university entails a lot of paperwork, ranging from accounting and

payment information to human and animal subject procedures. Information from granting agencies must be transferred to the university's computing system, currently done by employees in research management. Martonick wants to create artificial intelligence programs to transfer that information from the granting agency documents to the university system quickly and accurately.

"I believe this project will transform the entire field and allow universities to better meet compliance requirements and improve efficiencies," said Chris Nomura, vice president of U of I's Office of Research and Economic Development. "The new AI tools should allow research administrators, often an overworked field, to reduce their time spent on repetitive, monotonous tasks and free up time for them to spend on more interesting, thoughtful projects."





FUNDRAISING HIGHLIGHTS FOR FY24

Vandal Giving Day 2024 raised \$1.13 million in just 1,889 minutes. During this time, generous Vandals made more than 2,300 gifts to support scholarships, programs and unique outdoor “living labs” such as the McCall Field Campus and Taylor Wilderness Research Station.

U.S. Marine Corps veteran Kent Valley '62 donated \$1 million to the future Joint Military Science and Veteran Services Building. A renovation project will transform the former Targhee Hall into the central home for U of I's U.S. Navy and Marine Corps ROTC, U.S. Air Force and Space Force ROTC, and General James F. Amos Veterans Center. Serving about 200 cadets and midshipmen, and 350 veterans and family members annually, the facility will provide training opportunities, student-to-student and enlisted-to-officer mentoring, and injury and rehabilitation services.

Kuna-based CS Beef Packers, LLC made a gift of \$1 million to the Meat Science and Innovation Center Honoring Ron Richard, which is currently under construction on the U of I Moscow campus. When it opens later in 2025, the center will deliver industry-leading research and hands-on learning into harvesting, processing, packaging, storage and consumption of meat products. It will also become the new home for Vandal Brand Meats with opportunities for greater retail sales and community education activities.

Donors established **45 new endowments in Fiscal Year 2024** (July 1, 2023-June 30, 2024), including **four scholarship endowments to support U of I's high-achieving student-athletes** in swimming and diving, football and women's basketball. The families and individuals who together gave more than \$126,000 to these endowments will help Vandals succeed in the classroom, in competition and in their communities for generations to come.

BRAVE. BOLD. UNSTOPPABLE. CAMPAIGN GAINS MOMENTUM

The largest fundraising campaign in U of I history officially ends on Dec. 31, 2025. As of the end of Fiscal Year 2024, nearly 37,000 donors are making a visible impact across the entire university through their unprecedented generosity:

- **\$114 million for scholarships**
- **\$240 million for research and faculty support**
- **\$90 million for facilities, campus enhancements and community outreach**

Of the more than 150,000 gifts received so far, 85% have been \$500 or less, demonstrating that every gift matters for Idaho's students, communities and industries.

From now through the end of 2025, the Brave. Bold. Unstoppable. campaign seeks to unlock even greater impact through the power of Vandal generosity.





FUNDRAISING HIGHLIGHTS FOR FY24

My family and I are incredibly grateful for my ongoing scholarship support. Completing a master's degree and a doctorate (almost!) after being a full-time parent at home with my children for 12 years was a HUGE transition. Each time I received financial support, it made me feel like even more people were in my corner, cheering me on through it all!

Amanda Palmer, Movement Sciences '25

Scholarship support means a lot to me and a lot of other students, especially in engineering, where trying to balance the course load with a job can sometimes feel impossible. This funding helps ensure I can focus on my studies and devote more time to helping with the Design.Build.Fly club. It also allowed me the flexibility to mentor other students studying computer-aided design. After I finish my bachelor's degree, I plan on going to grad school in aerospace engineering. From there, I want to design and create the technology that will shape tomorrow's future.

Cody Conger, Mechanical Engineering '26

I am the first in my family to go to a higher education institution and that means a lot to not only my parents and grandparents, but also to my younger siblings and cousins. I am gladly taking a step into the unknown so that they have an idea of where to start. So, thank you for this opportunity to make a good change.

Karina Villa, Business Economics '26

Because of my scholarships, I have been able to work in the anthropology labs since January 2023 and conduct a directed study on my own (with faculty mentorship). Without donor support, I would not be able to contribute to the fulfillment of anthropology/archaeology in the lives of the anthropology graduate students, the faculty or the university itself.

Bennett Hart, Anthropology '26

As an out-of-state student, I am proud to say that I have absolutely fallen in love with the state of Idaho. School can be so expensive, but thanks to donors and scholarships, I am able to attend and truly flourish and enjoy my life here. Venturing to Idaho has been one of the best choices I have ever made and with the financial help I am receiving, I can continue this journey. I love to learn, and the U of I really gives me the best environment to do just that.

Kyla Gurkowski, Psychology and Criminology '28

Your support allows me to continue to apply myself to my academics while minimizing the distraction of financial needs. I have been more present for my family. I struggled balancing my duties to my family, commuting from Bonners Ferry to Moscow and working as a preschool teacher in Sandpoint. These scholarships give me the breathing room to focus on family and school. I am committed to making the most of this opportunity by finishing my education at the top of my game and becoming a quality teacher. Thank you for seeing my potential and supporting my future.

Ambur Robbins, Early Childhood Education with Special Education blended certificate '26

The scholarships I received melted away more stress than anyone can ever know. I had to choose working over having a social life during high school so that I could afford to attend U of I. When I left home, I didn't really have anyone to say goodbye to, but when I arrived on campus, I got the biggest hellos! Later this year, I take a short study abroad trip and, without this scholarship, going on my two-week trip would absolutely not be possible. I have never been able to travel in a vacation setting (the farthest I've been from home is Nebraska), so I am so excited to be able to attend a trip to Europe.

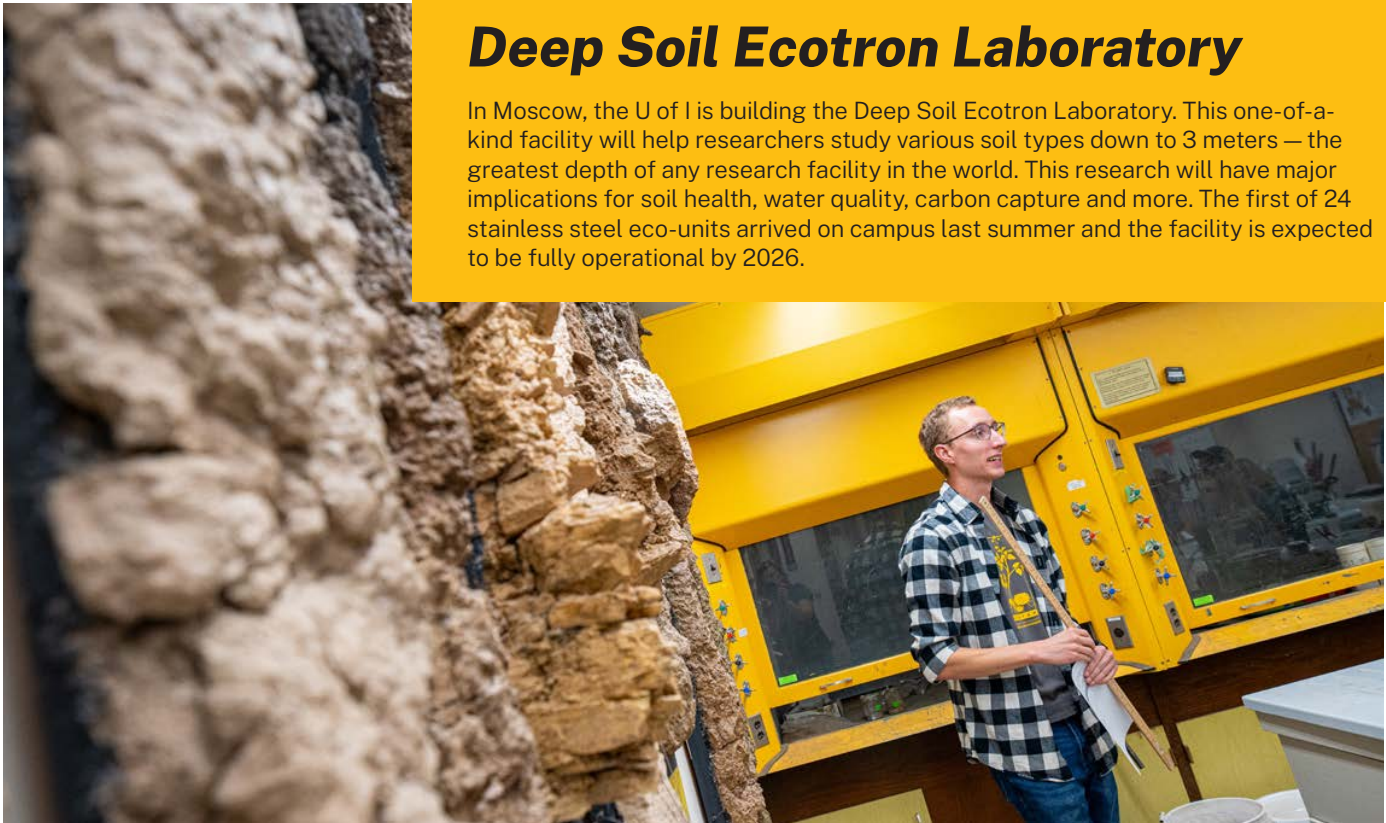
Lauren Geibel, Marketing '27



BUILDING OUR FOUNDATION

Deep Soil Ecotron Laboratory

In Moscow, the U of I is building the Deep Soil Ecotron Laboratory. This one-of-a-kind facility will help researchers study various soil types down to 3 meters — the greatest depth of any research facility in the world. This research will have major implications for soil health, water quality, carbon capture and more. The first of 24 stainless steel eco-units arrived on campus last summer and the facility is expected to be fully operational by 2026.



Campus Housing Project

Upgrades to the University of Idaho campus are underway this spring as we strive to meet demand and recruit talented graduate students. After growing enrollment for eight straight semesters and building the U of I research enterprise to record levels, investing in our campus infrastructure is paramount.

The southeast side of campus is transforming. Many of the apartments that were long overdue for replacement were demolished and new housing will be dedicated for student family housing and graduate student housing.

Phase two of the project focuses on upgrades to undergraduate housing. In the summer, work will begin on upgrades to one wing of the Wallace Residence Center as well as one third of Theophilus Tower. The undergraduate housing phase will be completed one wing at a time so that the residence halls can remain open as the work is done.

Barring delays, the entire housing project should be completed in 2027.



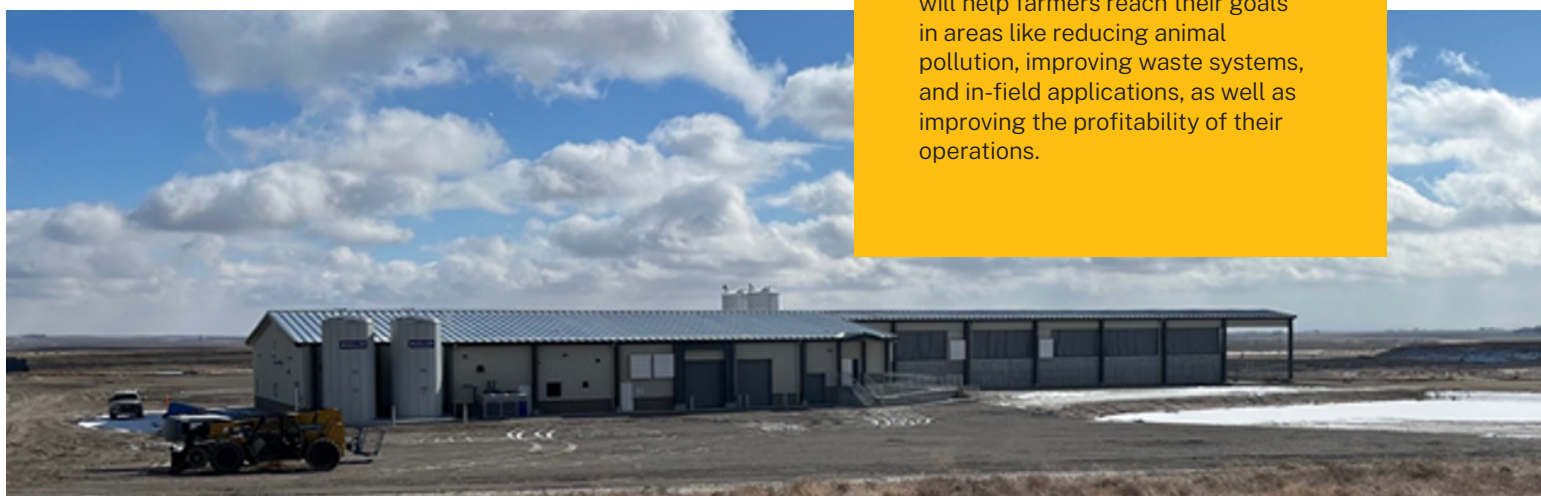


Center for Agriculture, Food and the Environment

The University of Idaho is collaborating with the Idaho Dairyman's Association and partners around the state to build the country's largest research dairy in the Magic Valley.

Idaho's dairy industry is the third largest in the nation, with receipts of more than \$3.1 billion dollars each year. The Idaho Center for Agriculture, Food and the Environment — CAFE — will provide space for research, experiments, teaching, workforce training and a robotic, rotary milking parlor. The dairy and experimental farm will produce technological and process solutions at scale to help the industry grow and yield a workforce with the most advanced knowledge in the country.

Construction is well underway at CAFE and we expect to start managing animals on site in early 2026. Our research and innovation will help farmers reach their goals in areas like reducing animal pollution, improving waste systems, and in-field applications, as well as improving the profitability of their operations.





Meat Science Center

On the west side of the Moscow campus, the Meat Science Innovation Center is on track to open in the fall of 2025. The new space will offer state-of-the-art teaching and research space, along with a new home for Vandal Brand Meats. The center garnered support from industry partners and private donors, who see the great need for workforce training and advancements in research in meat science. Employment of agricultural and food scientists is expected to grow 6% over the next decade. The field includes a wide range of well-paid positions and the U of I program's job placement rate is 100%.

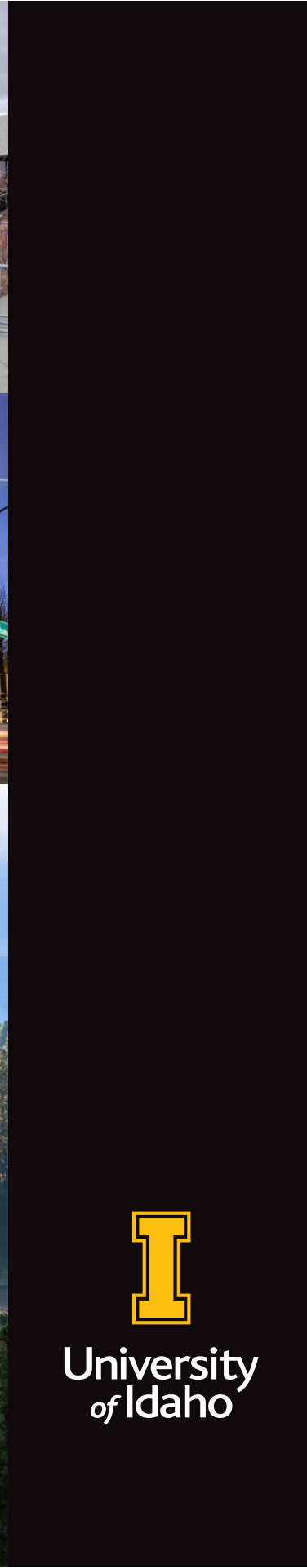




CONCLUSION

While delivering award-winning value for students, the University of Idaho continues to elevate its research enterprise for the benefit of our state. Our designation as Idaho's first R1 research institution increases opportunities for all students and reinforces our commitment to providing practical solutions to the state's toughest challenges. As we plan for the future, the focus remains on supporting student success through evolving educational models, while advancing research and meeting the needs of our state's workforce. The U of I will continue to deliver on its land grant mission, providing our citizens access and opportunity as Idaho's R1 university.

INFORMATIONAL
APRIL 16-17, 2025



University
of Idaho

ACCOUNTABILITY OVERSIGHT COMMITTEE



FY 25 Recommendations Report March 2025

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SECTION 1: INTRODUCTION

Background

The Accountability Oversight Committee (AOC) was created in 2010 as an ad hoc committee of the State Board of Education (Board). The committee's membership is provided at the end of this report.

Per Board policy, the AOC is tasked with providing the Board with recommendations regarding the effectiveness of or need for changes to the statewide accountability system. Additionally, the committee is expected to annually review student achievement data and provide recommendations to the board.

This report is intended to build upon other data sources to aid the Board in understanding K-12 student achievement and to present the Board with short-term and long-term recommendations regarding how the state can continue to make progress. Per the AOC's FY 21 Recommendations Report, as approved by the Board in June 2021, the AOC reviews certain data in alternating years, with additional attention given to certain content areas each year (particularly English language arts (ELA) or mathematics). The FY 25 report has a mathematics focus.

The AOC, Board staff, and State Department of Education (SDE) staff collaborate on the development of the AOC Recommendations Report and the 2023-2024 Student Achievement Report located in Appendix A. On January 16 & 17 and February 10 & 26, 2025, the AOC reviewed the data included in the 2023-2024 Student Achievement Report and began developing this report. Each data review included time for analysis, discussion, and development of related recommendations to improve outcomes.

The AOC is presenting this report to the State Board of Education for consideration at the April 2025 meeting.

Report Structure

The following report is structured around key metrics of student achievement. The report has a mathematics emphasis.

A brief and focused Executive Summary is provided as Section 2. If approved by the Board, the Executive Summary will also be released as a stand-alone document for distribution to districts, schools, and partners. The Executive Summary provides the AOC's three priority recommendations paired with figures that summarize related data.

Section 3 provides the AOC's conclusions and recommendations. The conclusions represent a summary of the AOC's data interpretations with an emphasis on points of celebration and concern. The conclusions presented in Section 3 are based on the AOC's full analysis of the Student Achievement Report data, as provided in Section 4. The AOC's recommendations are presented after the conclusions, split between policy recommendations for the Board and implementation recommendations for the SDE. The recommendations are further separated between short-term and long-term actions and include notes to indicate if they are ongoing recommendations included in a previous AOC report.

Section 5 includes a list of AOC committee members and their affiliations.

DISCLAIMER

This report is an internal working document of the Accountability Oversight Committee (AOC), an ad hoc committee of the Idaho State Board of Education. The recommendations presented here are the opinions of the AOC and not necessarily that of the Board unless explicitly accepted by them.

SECTION 2: EXECUTIVE SUMMARY

The purpose of this section is to provide a compact overview of the highest priority findings and recommendations found in the FY 25 AOC Recommendations Report, including Appendix A: 2023-2024 Student Achievement Report. Please see the full report for additional details.

Positive Findings

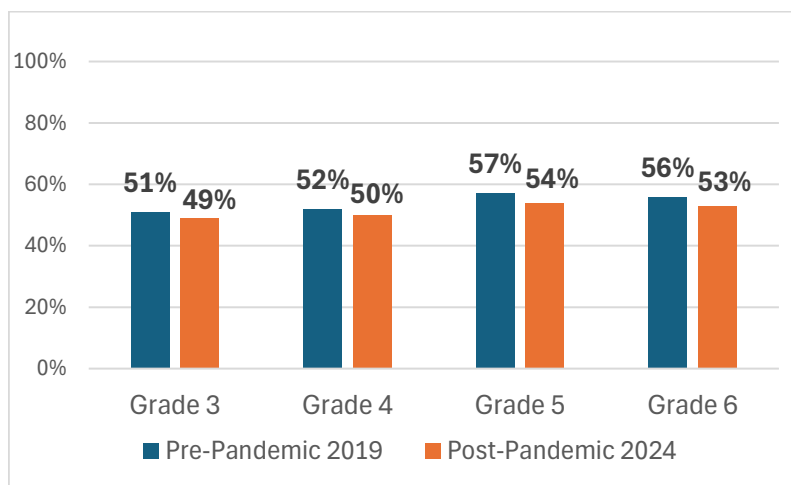
- Having 67% of Idaho’s students scoring At Grade Level on the IRI is 7 percentage points above the expected distribution of 60% (based on the test’s norms).
- 64% of high school students scored proficient or advanced on the ISAT ELA in 2023-24, exceeding pre-pandemic rates by 4 percentage points.
- ISAT Math proficiency rebounded to 43% in 2023-24, 1 point shy of the pre-pandemic high.
- The 4 year graduation rate has increased 1 percentage point in each of the past two years, reaching an all-time high of 82.3% in 2023-24.
- The American Indian 5 year graduation rate increased from 70% in 2018-19 to an average of 74% over the past three years.
- After adequate attendance dropped from 87% in 2018-19 to 75% in 2021-22, the adequate attendance rate rebounded to 82% in 2023-24.

Literacy

Priority Recommendation

Despite some post-pandemic recovery, due to its lasting impact on certain groups, ensure the Department helps LEAs expand literacy resources into secondary grades to identify and support struggling students with effective interventions grounded in the science of reading.

Figure 1: Pre- and Post- Pandemic Comparison of Percentage of ISAT ELA Proficient + Advanced, Grades 3 to 6



Findings

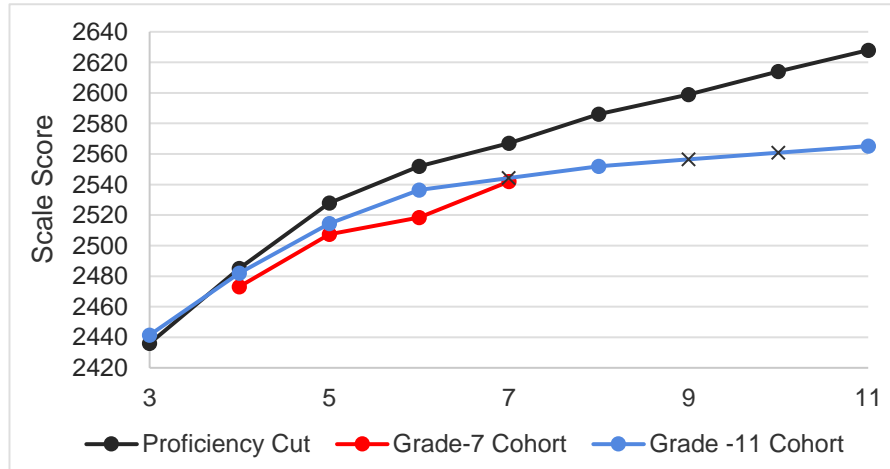
- This figure compares the performance of students in different cohorts.
- The students who tested in grades 3 to 6 in 2024 were in grades K to 3 during the most pandemic impacted school year (2020-21).
- Across all groups, 2023-24 ISAT ELA performance was 2 to 3 percentage points lower than their pre-pandemic peers.

Middle Grades Math

Priority Recommendation

After the new Comprehensive Math Plan is approved, collaborate with the Department to ensure immediate distribution, implementation, related training, and resource allocation.

**Figure 2: 2023-24 Grade 7 (n=19,264) and Grade 11 (n=14,917)
Longitudinal Average ISAT Math Scale Score vs. Proficiency**



Findings

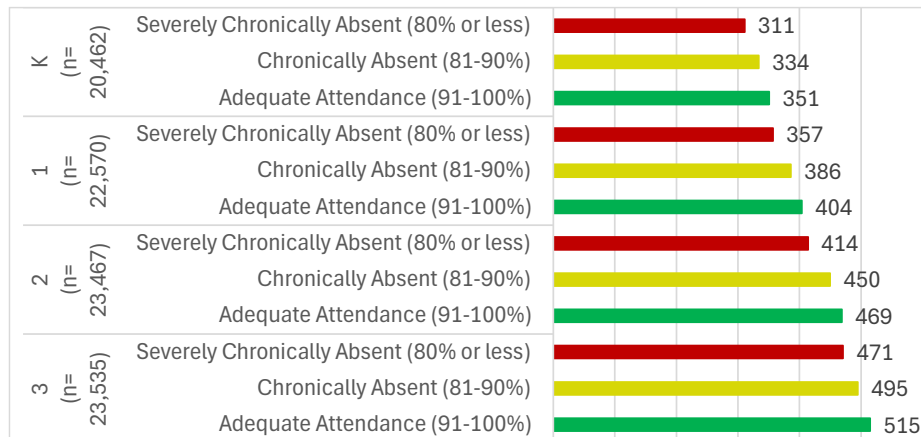
- This figures shows performance of matched cohorts.
- The performance gap between cohorts' mean scale score and the proficiency cut begins to diverge at grade 4 and widens as students continue through the system.

Chronic Absenteeism

Priority Recommendation

Continue to underscore the importance of attendance and ensure all parties (e.g., Board, Department, LEAs) understand and use common terminology and promote systemwide awareness and utilization of available resources to improve attendance.

Figure 3: Impact of Absenteeism on IRI Scores, 2023-24 by Grade



Findings

- Average IRI scale scores increase in relationship to attendance.
- Data in the full report shows this holds across other metrics (ISAT ELA and Math, HS graduation).

SECTION 3: RECOMMENDATIONS

Suggestions for Reading Section 3

The first subsection of Section 3 contains General Recommendations that cut across more than one accountability area. This is a new section of this report and was developed to eliminate unnecessary repetition.

Prior to reading the remaining subsections, we recommend readers first review the Associated Analysis and Associated Data lists directly under the header of each subsection. The Associated Analysis guides readers to the data analyses in Section 4 and the Associated Data references the relevant figures found in the 2023-2024 Student Achievement Report (Appendix A). Reviewing this relevant information will prepare readers to process the conclusions and recommendations contained in each subsection. To further guide readers, the relevant SDE Student Achievement Report figures and tables are listed within the body of the following subsections so readers can quickly revisit them as they read.

Recommendations Definitions

Based on the AOC's experience with the time and resources it takes to implement recommendations, the following definitions are used when referring to Short-term Actions and Long-term Actions in the Recommendations tables in Section 3.

- ✓ Short-term Actions: Work on this recommendation should begin as soon as possible, with the goal that the recommendation be completed within approximately two (2) years after Board approval.
- ✓ Long-term Actions: While planning can begin sooner, these are recommendations that generally are expected to take more than two (2) years to come to fruition. Sometimes, these recommendations first require the completion of a Short-term Action.

Important Data Consideration

For all categories of data, there have been noticeable changes in the group (n) size for Economically Disadvantaged students. Pre-pandemic numbers were much larger (by 10,000+) than during the pandemic (i.e., 2020-21 & 2021-22). In 2022-23 and 2023-24, the number of Economically Disadvantaged students increased, but did not return to pre-pandemic highs. This is primarily attributable to difficulty in accurately identifying students for this category. During the past decade, the number of schoolwide Title I schools has increased. Schoolwide Title I schools provide free lunch for all students, and families are not required to complete free and reduced lunch forms. Additionally, during the pandemic, free lunch was provided for all students across all schools, regardless of their Title I status. These changes made it more challenging for schools to accurately identify students as economically disadvantaged.

Recommendations - General (not content specific)

Policy Recommendations – State Board of Education

Short-term Actions

1. Request data regarding the use of the state’s professional development/mentoring platform and whether it includes sharing of best instructional practices.
2. Continue systematic collection and analyses of data regarding the impact of expanded full-time kindergarten in the state (FY 23 & FY 24 Rec).
3. During the ISEE remodel, conduct focus groups with educators to identify the data they prefer to have directly available to them to inform instruction.
4. Research a valid and reliable metric to identify students facing economic disadvantage, ensuring the data gathering process is consistent and manageable for LEAs (FY 23 & FY 24 Rec).

Long-term Actions

1. Expand partnerships with stakeholder groups to focus on subgroup gap closure across student outcomes (IRI, ISAT, graduation rates, etc.).
2. If the state adopts a new process for identifying students facing economic disadvantage, integrate the data gathering into the SLDS/ISEE remodel (FY 24 Rec).

Implementation Recommendations – State Department of Education

Short-term Actions

1. Track cohorts and expand implementation support to ensure students impacted by the pandemic receive interventions.
2. Build upon previous efforts to engage districts and schools in quality, ongoing, focused professional development to improve instruction (expansion of FY 20, FY 22, FY 23, FY 24 Rec).
 - a. Support districts and schools in identifying how to use IRI, ISAT, and other data to formulate strategic interventions for specific student subgroups.
 - Integrate data literacy within data-related trainings.

Long-term Actions

1. If the state adopts a new process for identifying students facing economic disadvantage, provide support to LEAs to ensure fidelity in the data collection process (FY 23 & FY 24 Rec).

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- Guide LEAs and schools to identify and provide interventions and supports to students with multiple risk factors.
 - b. Promote use of appropriate tools to inform instruction, including formative assessment, ISAT interims, and Tools for Teachers.
 - c. Professional development needs to be embedded and connected to content standards.
 - d. Ensure professional development is appropriately differentiated by role (i.e. superintendent vs. teacher).
3. Identify and facilitate sharing of best practices to and between LEAs around key topics, including systematic approaches to address summer learning loss, post-pandemic accelerated learning, secondary interventions, and full-time kindergarten.
4. Identify highly effective LEAs and schools. Recognize them and share their strategies (expansion of FY 22, FY 23, FY 24 Rec).
- a. Identify LEAs and schools performing above expectations set by the state based on their demographics.
 - b. Identify LEAs and schools making substantial improvement.
 - c. Identify LEAs and schools performing above state goals.
5. Work with the Board to find a valid and reliable metric to identify students facing economic disadvantage (FY 23 & FY 24 Rec).

English Language Arts/Literacy and English Learning

Conclusions: Idaho Reading Indicator (IRI)

Associated Analysis: AOC Recommendations Report, Section 4, pgs. 24-26

Associated Data: 2023-2024 Student Achievement Report (App. A), Figures 2-6 & 8, pgs. 14-19

Data Considerations:

- Only 2022-23 and 2023-24 data are included in this report because of changes made to the IRI during 2022-23. Because of the changes, longitudinal comparisons can only now be made beginning with 2022-23 data.

Conclusions:

- Having 67% of Idaho's students scoring At Grade Level is 7 percentage points above the expected distribution. If Idaho's performance was identical to the norms, the At Grade Level percentage would be 60% (fig. 2).
- For the All Students group and students disaggregated by grade, comparisons between spring 2023 and spring 2024 revealed the same or slightly higher percentages of students performing At Grade Level (figs. 2 & 3).
- In reviewing both fall and spring scores across multiple years, summer slide becomes apparent, with rates of At Grade Level performance decreasing 4 to 8 percentage points between spring and the following fall (fig. 3).
- In spring 2024, 11 of 16 subgroups underperformed relative to the All Students group. In most instances the underperformance was substantial and only minimal changes occurred between spring 2023 and spring 2024 (figs. 4-6).
- A student's 3rd grade spring IRI score generally predicts the student's 3rd grade spring ISAT ELA Reading subscore. However, since the correlation is moderate, IRI scores are not predictive of ISAT reading scores for all 3rd grade students (fig. 8).

Conclusions: ISAT English Language Arts (ELA)

Associated Analysis: AOC Recommendations Report, Section 4, pgs. 26-28

Associated Data: 2023-2024 Student Achievement Report (App. A), Figures 9-13, pgs. 22-26

Data Considerations:

- After a gap in testing in 2019-20, for the following two years (2020-21 and 2021-22), Idaho used a shortened test that was approximately half the length of the full test. However, in 2022-23, Idaho used the full test. We do not know the extent to which

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lowered scores in 2022-23 are reflective of test fatigue due to the longer test and/or a latent pandemic impact.

- In 2022-23, Idaho moved the high school assessment from 10th grade to 11th grade. However, students are allowed to take the assessment earlier in high school and bank Proficient or Advanced scores for use in 11th grade. It is currently impossible to know the impact this may have on high school scores going forward.
- Many of the figures included in the 2023-24 Student Achievement Report show student performance disaggregated by performance category, but also include a “Total Proficient” rate. The Total Proficient rate is the sum of the percentages of students who scored Proficient and those who scored Advanced.

Conclusions:

- Year-over-year high school performance remains strong and exceeds pre-pandemic performance (60% combined total Proficient and Advanced before the pandemic, 65% in 2022-23, and 64% in 2023-24) (fig. 10).
- Prior to the pandemic, there was a consistent, small upward trend in performance. The post-pandemic trend initially appeared to be positive with an all-time high achieved in 2021-22; but after a drop in 2022-23, performance did not return in 2023-24 to the all-time high (fig. 9).
- Below Basic percentages hit an all-time high of 25% in 2022-23 and then retreated to 24% in 2023-24. These highs represent a potentially important shift, since Below Basic percentages had remained between 22-23% for the previous seven years (fig. 9).
- Gaps between subgroups and their reference groups remain. While 54% of the All Students group scored Proficient or Advanced in 2023-24, most subgroups had combined Proficient and Advanced rates of less than 50% (figs. 12 & 13).
 - While gaps remain, it is notable that 3 subgroups (American Indian, Black/African American, and SPED) experienced post-pandemic performance drops, but recovered by 2023-24 to meet or exceed their pre-pandemic (2018-19) combined Proficient and Advanced rates.

Conclusions: English Language Proficiency Assessment

Associated Analysis: AOC Recommendations Report, Section 4, pgs. 28-29

Associated Data: 2023-2024 Student Achievement Report (App. A), Figures 17 & 21, pgs. 30 & 32

Data Considerations:

- Idaho adjusted (lowered) the cut scores needed for students to exit English Learner (EL) programs in 2019-20, resulting in many more students “testing out” of the programs. As

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a result, the 2020-21 cohort of students and all subsequent cohorts as well were substantially different since higher performing students had tested out.

- Since modified exit criteria were implemented during the pandemic, it is impossible to know how much change in scores since 2020-21 is a result of the change in exit criteria vs. pandemic impacts.

Conclusions:

- The All Grades English Learner performance level percentages were quite consistent from 2020-21 to 2022-23, but the percentage of students scoring at Proficiency Level 1 (Entering) increased from 15% in 2022-23 to 21% in 2023-24 (fig 17).
 - The number of students who took the English Language Proficiency Assessment increased from 16,904 in 2022-23 to 19,492 in 2023-24. This represents a 15% year-over-year increase in the population (fig. 17).
- The percentage of English Learners achieving their annual growth targets increased from 48.1% in 2020-21 to 55.9% in 2022-23. However, the rate dropped to 45.8% in 2023-24, the lowest level since 2017-18 (fig. 21).

Recommendations - ELA/Literacy and English Learning

Policy Recommendations – State Board of Education

Short-term Actions

1. Maintain the commitment to K-3 Literacy and the science of reading (FY 22, FY 23, FY 24 Rec).
2. Identify resources and supports to provide interventions through the secondary grades for the cohorts of students (SY 2025 4th - 7th graders) whose foundational reading instruction was interrupted.
 - a. In collaboration with the Department, work to expand the use of reading screeners into middle school.

Long-term Actions

1. Depending on changes to federal law and guidance, if possible, submit a waiver to request that English Learners be exempted from the ISAT ELA for their first 2 years in country (expanding the existing 1 year exemption).
2. As the new IRI is implemented, review Grade 3 testing to determine if the IRI provides sufficient value and data to support maintaining spring IRI administration.

Implementation Recommendations – State Department of Education

Short-term Actions

1. In preparation for the new IRI, work with the Board and stakeholders to determine the appropriate use of the norm- and criterion- referenced scores.
2. Provide guidance to LEAs about how to identify secondary students who need reading support and implement best practices for secondary reading interventions (Dyslexia Handbook could be a resource).

Long-term Actions

1. Maintain high quality professional development on the science of reading and use of IRI and ISAT Claim level data (FY 23 & FY 24 Rec).
2. While developing the new ISAT aligned to Idaho's updated academic content standards, work with the vendor(s) to create a plan to report computer adaptive test (CAT) and performance task (PT) scores separately.

Mathematics

Conclusions: ISAT Math

Associated Analysis: AOC Recommendations Report, Section 4, pgs. 29-31

Associated Data: 2023-2024 Student Achievement Report (App. A), Figures 24, 25, & 29-31, pgs. 36-37 & 42-43

Data Considerations:

- After a gap in testing in 2019-20, for the following two years (2020-21 & 2021-22), Idaho used a shortened test that was approximately half the length. In 2022-23, Idaho used the full test and in 2023-24, Idaho returned to the shortened test. We do not know the extent to which lowered scores in 2022-23 are reflective of test fatigue due to the longer test and/or a latent pandemic impact.
- In 2022-23, Idaho moved the high school assessment from 10th grade to 11th grade. However, students are allowed to take the assessment earlier in high school and bank Proficient or Advanced scores for use in 11th grade. It is currently impossible to know the impact this may have on high school scores going forward.
- Many of the figures included in the 2023-24 Student Achievement Report show student performance disaggregated by performance category, but also include a “Total Proficient” rate. The Total Proficient rate is the sum of the percentage of students who scored Proficient and those who scored Advanced.

Conclusions:

- Multiple analyses have demonstrated that a gap between grade level expectations and student performance begins in 4th grade and widens as students progress through the system (figs. 25 & 29-31).
 - The percentage of students who score Proficient or Advanced is highest in 3rd grade and lowest in high school (fig. 25).
- After a 4 percentage point decrease in the combined percentage of Proficient and Advanced during the pandemic, the combined Proficient and Advanced rate rebounded to 43% in 2023-24. This is just 1 percentage point below the 2018-19 pre-pandemic high of 44% (fig. 24).
- The post-pandemic percentages of students scoring Below Basic have increased as much as 4 percentage points from pre-pandemic levels and appear to be holding steady (fig. 24).

Recommendations – Mathematics

Policy Recommendations – State Board of Education

Short-term Actions

1. Support the work group developing Idaho’s first Comprehensive Math Plan.
 - a. Ensure the plan includes resource lists for educators, including details about available math screeners and diagnostic assessments.
 - b. Outline optional resources for accelerating math instruction and providing interventions, including those provided by the regional math centers and other evidence-based programs/strategies.
 - c. After the plan is approved, collaborate with the Department to ensure immediate distribution and implementation of related training.

Long-term Actions

1. Develop budgets and engage with the legislature to request resources to implement the recommendations of the 2023 Math Work Group and 2025 Comprehensive Math Plan (expansion of FY 23 & FY 24 Rec).
2. Convene a work group to develop a guide to support LEAs in creating and implementing comprehensive, results-driven math strategic plans at the LEA and school levels.
3. In collaboration with the Department, review the definition of “hard to fill positions” to support incentives for LEAs to hire highly qualified math teachers at all grades.
4. Review the data provided by the Department regarding use of instructional hours and consider whether instructional hours should be expanded and/or if additional guidance should be given to LEAs regarding effective use of instructional time.

Implementation Recommendations – State Department of Education

Short-term Actions

1. After Board approval, disseminate the Comprehensive Math Plan and develop and implement related professional development.
2. Identify and expand the regional math centers’ programs and strategies with demonstrated results.
3. Support educators in understanding and engaging their students in the depth and rigor of the math standards.

Long-term Actions

1. With support of the Board, ensure plans are developed to implement the recommendations of the 2023 Math Work Group and the 2025 Comprehensive Math Plan (expansion of FY 23 & FY 24 Rec).
2. Work with the Board to engage with the legislature to request resources to implement the recommendations of the 2023 Math Work Group and the 2025 Comprehensive Math Plan (expansion of FY 23 & FY 24 Rec).

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4. Encourage LEAs to evaluate their math-related professional development to ensure effectiveness.
 5. Promote on-grade level core math instruction for all students, including students in special education, ELs & Title I (FY 23 & FY 24 Rec).
 6. Conduct research into instructional hours requirements for math in other states and common practices currently used by Idaho LEAs to set instructional time. Report the findings to the Board.
3. While developing the new ISAT aligned to Idaho's updated academic content standards, work with the vendor(s) to create a plan to report computer adaptive test (CAT) and performance task (PT) scores separately.

High School - Graduation and Go On Rates

Conclusions: Graduation Rates

Associated Analysis: AOC Recommendations Report, Section 4, pgs. 32-33

Associated Data: 2023-2024 Student Achievement Report (App. A), Figures 33-37, pgs. 45-49

Data Considerations:

- The cohort graduation rate model is established in federal law and has specific requirements regarding students who are and are not included in a cohort. It is important to note that students who leave their cohort but pursue and receive a grade equivalency diploma (GED) or high school equivalency exam (HSE) are considered dropouts. Thus, a 100% graduation rate is not achievable unless a state fully eliminates this path for high school students.

Conclusions:

- 4 year graduation rates are trending upward from their post-pandemic lows, increasing about 1 percentage point per year for each of the past two years, hitting an all-time high of 82.3% in 2023-24 (fig. 33).
- 5 year graduation rates also appear to be trending upward from post-pandemic lows, but have not exceeded pre-pandemic rates yet (fig. 33).
- When looking at highest 4 year graduation rates across 2020-21 to 2023-24, out of 16 groups of students grouped by race/ethnicity, gender, and other characteristics, in 2023-24 11 groups achieved their highest graduation percentage, 4 groups were roughly equal to their highest, and 1 group was below but near their highest (figs. 34 & 35).
 - Most student subgroups continue to exhibit lower 4 and 5 year graduation rates (some substantially so) when compared to the All Students group (figs. 34 & 35 and 36 & 37).
 - A standout is American Indians/Alaskan Natives. The group's 5 year cohort graduation averaged 74% over the past three years, an increase of 4 percentage points above their pre-pandemic level of 70% in 2018-19 (fig. 36).

Conclusions: Go On Rates

Associated Analysis: AOC Recommendations Report, Section 4, pgs. 33-34

Associated Data: 2023-2024 Student Achievement Report (App. A), Figures 38-40, pgs. 51-52

Data Considerations:

- The current process for gathering data included in the Go On rates necessitates a one-year delay in this metric. As a result, the most recent 1 year Go On rates are for the 2022-23 graduates who pursued postsecondary education in the 2023-24 school year, and the most recent 3 year Go On rates are for 2020-21 graduates who pursued opportunities in 2021-22, 2022-23, or 2023-24.
- There has been a nationwide decrease in the percentage of high school graduates pursuing higher education during and post-pandemic. The decline in Go On rates since 2018 (from 69% to 62%) has been significant.¹

Conclusions:

- After dropping from 50% for the 2018-19 graduates, the All Students 1 year Go On rate was stable (44-46%) between 2019-20 and 2022-23 (fig. 38).
 - Differences in 1 Year Go On rates persist between subgroups and the All Students group (fig. 39 & 40).
- 3 Year Go On rates for the All Students group decreased from 64% for 2015-16 graduates to a low of 53% for the 2019-20 graduates. 3 year rates increased by 1 percentage point to 54% for the 2020-21 graduates (fig. 38).
- More years of data (both 1 year and 3 year) are needed to understand post-pandemic Go On rate trends (fig. 38).
- The current Go On Rate data does not allow for a clear understanding of what students are doing after high school, as additional contextual data is needed.

¹ NCES, 2023

Recommendations – High School – Graduation and Go On Rates

Policy Recommendations – State Board of Education

Short-term Actions

1. Continue to expand efforts to use Next Steps Idaho, college and career advising, and other initiatives to encourage students to graduate from high school and pursue post-secondary options (FY 22, FY 23 & FY 24 Rec).
2. Expand the contextual data reported about students' postsecondary choices to include some of the following (FY 24 Rec):
 - % of high school graduates who earned associate degrees before graduation
 - % of high school graduates who earned certificates before graduation
 - % of high school graduates who go on to pursue certificates (1 yr +)
 - % of high school graduates who enroll in an apprenticeship
 - % of high school graduates who go on to a community college
 - % of high school graduates who go on to a 4 year college or university

Long-term Actions

1. Engage with the SDE to collaboratively develop a dropout prevention plan (FY 22, FY 23 & FY 24 Rec).
2. As a part of the SLDS/ISEE remodel, create standardized codes for common high school courses, credit given (full, partial, incomplete), and course recovery (FY 23 & FY 24 Rec).
3. Establish an updated Go-On rate goal for Idaho based on clearly defined and accessible criteria.

Implementation Recommendations – State Department of Education

Short-term Actions

1. Direct LEAs to establish early warning systems to identify students at risk for dropping out, coupled with robust interventions and supports for students (FY 23 & FY 24 Rec).
 - a. Gather evidence regarding LEAs' early warning systems and dropout prevention efforts. Identify best practices. Present research and recommendations to the Board (FY 22, FY 23 & FY 24 Rec).
 - b. Guide LEAs to leverage absenteeism data and supports as a key early warning sign for dropout prevention (FY 23 & FY 24 Rec).
2. Provide outreach and professional development to LEAs to support the Board's efforts to report more diverse data about students' post-secondary choices (FY 24 Rec).

Long-term Actions

1. Implement the dropout prevention plan, as collaboratively developed by Board and SDE (FY 22, FY 23 & FY 24 Rec).

Enrollment and Attendance

Conclusions: Enrollment

Associated Analysis: AOC Recommendations Report, Section 4, pg. 34

Associated Data: 2023-2024 Student Achievement Report (App. A), Figure 1, pg. 11

Conclusions

- Idaho total public school enrollment has held relatively steady since 2021-22 (fig. 1).
 - Enrollment dropped by 1,647 students to 302,910 in 2020-21 but then increased to 308,325 in 2021-22.
 - Enrollment has remained around 308,000 to 309,000 students during the last three years (2021-22, 2022-23, & 2023-24).

Conclusions: Attendance

Associated Analysis: AOC Recommendations Report, Section 4, pgs. 34-36

Associated Data: 2023-2024 Student Achievement Report (App. A), Figures 43-46 & 48-51, pgs. 55 & 63-62

Attendance Definitions

The following definitions for attendance are used in this report, as aligned to the *Attendance Works* model:

- ✓ Adequate Attendance: 91% to 100% attendance
- ✓ Chronically Absent: 81 to 90% attendance
- ✓ Severely Chronically Absent: 80% or lower attendance

Data Considerations

- The definition of “chronically absent” and “severely chronically absent” include absences for any reason, including excused absences (based on district or school policy).

Conclusions

- In pre-pandemic 2018-19, 87% of Idaho students had adequate attendance. Adequate attendance dropped to a low of 75% in 2021-22 but has since rebounded to 82% in 2023-24 (fig. 43).
- There is a clear relationship between attendance and performance on the IRI and ISAT. At all grade levels, average test scores improved in relationship with attendance rates (fig. 48-50).

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- Not only does attendance predict IRI and ISAT mean scale scores, it also predicts high school graduation. 92% of 2024 graduates had adequate attendance during their 9th grade year. Only 71% of non-graduates in this cohort had adequate attendance during their 9th grade year (fig. 51).
- Between 2021-22 and 2023-24, differences in adequate attendance varied across the three grade bands by only 1-2 percentage points, meaning that no grade band can be singled out for having substantially higher or lower adequate attendance (fig. 44).
 - While a few subgroups were near to, met, or exceeded the 2023-24 All Students adequate attendance rate of 82%, the majority (9 of 15 subgroups) had attendance rates that were notably lower (fig. 45 & 46).

Recommendations – Enrollment and Attendance

Policy Recommendations – State Board of Education

Short-term Actions

1. In partnership with the Department, establish common definitions and policies to ensure consistent collection of attendance data.
2. Continue to support attendance-related resources including (but not limited to) [Attendance Works](#), [Safe and Civil Schools](#), and the [National Ad Council](#) (expanded FY 23 & FY 24 Rec).
3. Continue to underscore the importance of attendance and ensure all parties (Board, SDE, LEAs) understand its relationship to achievement and graduation (expanded FY 23 & FY 24 Rec).

Long-term Actions

1. As needed, adjust the SLDS/ISEE to align to attendance data collection policies.
2. Develop budget plans that address sustainability of funding to LEAs for implementing strategies to reduce chronic absenteeism (FY 22, FY 23 & FY 24 Rec).

Implementation Recommendations – State Department of Education

Short-term Actions

1. Continue to provide districts and schools with professional development and data regarding the impact attendance has on student outcomes and recommend strategies to improve attendance (FY 22, FY 23 & FY 24 Rec).
2. Work with the Board to establish common definitions and policies to improve consistency of attendance data collection. Ensure LEAs implement new attendance data policies and procedures.
3. Support LEAs in understanding how to integrate attendance into their multi-tiered systems of support and schoolwide information systems.
4. Continue to build awareness and knowledge of the inclusion of chronic absenteeism in the state's accountability framework (FY 22, FY 23 & FY 24 Rec).

Long-term Actions

1. Work with the Board to support development of budgets to sustain funding to LEAs for implementation of strategies to reduce chronic absenteeism (FY 22, FY 23 & FY 24 Rec).

SECTION 4: DATA ANALYSIS

Important Data Consideration

For all categories of data, there have been noticeable changes in the group (n) size for Economically Disadvantaged students. Pre-pandemic numbers were much larger, by 10,000 or more, than during the two years most affected by the pandemic (i.e., 2020-21 & 2021-22). The number of Economically Disadvantaged students, however, increased during 2022-23 and 2023-24 but did not return to pre-pandemic highs. This is primarily attributable to difficulty in accurately identifying students for this category for two specific reasons. First, during the past decade or so, the number of schools identified as schoolwide Title I schools has increased. When schools are identified for schoolwide Title I, lunch is provided free for all students and families are not asked to complete free and reduced lunch forms. Second, during the pandemic (2020-21 and 2021-22), free lunch was provided to all students across all schools, regardless of their Title I status. These changes made it more challenging for schools to accurately identify students as economically disadvantaged.

English Language Arts/Literacy

Data Analysis: Idaho Reading Indicator (IRI)

Data Considerations:

- Idaho’s vendor for the IRI, Istation, made two significant changes to the test between 2021-22 and 2022-23.
 - o For 2022-23, Istation re-normed their test, which adjusted the expectations for students to be identified at a certain percentile, and therefore, to fall into each performance category (At Grade Level, Near Grade Level, Below Grade Level).
 - o For 2022-23, Istation developed a continuous scale for their test, thus adjusting the scale score ranges for each performance category.

IRI

Associated Data: 2023-2024 Student Achievement Report (App. A), Figures 2-8, pgs. 14-19

Data Analysis

- The All Students (K-3) Spring IRI At Grade Level percentages essentially held steady at 66% in 2023 and 67% in 2024 (fig. 2).

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- Given that the IRI is a norm-referenced test with students above the 40th percentile being considered At Grade Level, having 67% of Idaho’s students scoring At Grade Level is 7 percentage points above the expected distribution. If Idaho’s performance was identical to the norms, 60% of the All Students group would score At Grade Level, but in spring 2024 67% did (fig. 2).
- Individual grade levels are moving sideways with no appreciable ups or downs for the past two years under the new norms (fig. 3).
- Roughly two-thirds of K-2 students perform At Grade Level in the spring. Grade 3 has a higher percentage doing so with 69-70% scoring At Grade Level (fig. 3).
- When comparing spring 2023 and fall 2023 scores summer slide becomes apparent, with rates of student proficiency decreasing 4 to 8 percentage points between spring and the following fall. It is important to note that the data reviewed is not true cohort (matched data), so additional analysis would be beneficial to have a clearer understanding of the extent of the issue (fig. 3).
- In both spring 2023 and spring 2024, 10 out of 14 subgroups of students (grouped by race/ethnicity or other criteria) underperformed relative to the All Students group. In most instances underperformance was substantial, and no evidence of gap closure emerged (figs. 4 & 5).
- Due to the re-norming and re-scaling of the IRI, there are only two years of student subgroup performance (i.e., race/ethnicity & student group) data that is comparable. Additional years of data are needed to understand trends (figs. 4 & 5).
 - 4 of the 14 subgroups had spring 2024 At Grade Level rates that were 2 percentage points higher than their spring 2023 rates. 2 groups had increases of 5 percentage points.
 - 5 of the 14 subgroups had spring 2024 At Grade Level rates that were within plus or minus 1 percentage point of their spring 2023 rate.
 - 1 subgroup had a spring 2024 At Grade Level rate that was 2 percentage points lower than 2023, and 2 groups had no change in scores.
- In both spring 2023 and spring 2024, the At Grade Level percentage of females was two percentage points higher than the At Grade Level percentage of males (67% versus 65% in spring 2023 and 68% versus 66% in spring 2024) (fig. 6).
 - For both spring 2023 and spring 2024, male and female Near Grade Level percentages were nearly identical (17-18%).
 - For both spring 2023 and spring 2024, 18% of males were Below Grade Level whereas 15% of females were.
- When examining the performance of groups of students moving from spring of one year to spring of the next year, patterns of annual growth emerge. Please note: these are not

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true cohorts of students but instead groups of students that may be different from one year to the next since students move in and out (fig. 7).

- 62% of spring 2023 1st graders were At Grade Level, while 66% of this group scored At Grade Level when assessed in spring of their 2nd grade year. This year-over-year 4 percentage point increase reveals growth in this group of students.
 - A similar 4 percentage point gain occurred between a group of spring 2023 2nd graders who were then assessed again spring 2024 as 3rd graders. The percentage At Grade Level increased from 66% to 70%.
 - A gain did not occur in a group of spring 2023 kindergarteners when the group was assessed again in spring 2024 as 1st graders. Whereas 65% of the kindergarteners were At Grade Level, 64% of the 1st graders were. This does not equate to a loss but instead that these groups of students remained at similar overall performance levels across the spring to spring span of time.
- A moderate correlation was found between 3rd grade spring IRI scores and 3rd grade ISAT ELA Reading Claim scores ($r=.65$) (fig 8).
- In other words, a student's 3rd grade spring IRI score generally predicts the student's 3rd grade spring ISAT ELA Reading Claim score. An example of what is meant by "generally" in this context follows: a 3rd grade student scoring At Grade Level on the spring IRI will most likely score Proficient or Advanced on the spring 3rd grade ISAT ELA Reading Claim.
 - Since the correlation is not large but moderate, there are exceptions to this rule and thus not all students' performance on the spring 3rd grade IRI correctly predicts their 3rd grade ISAT ELA Reading Claim score.
 - Additional analyses could quantify in greater detail the prediction accuracy between the two assessments and may be particularly valuable if additional changes are made to the assessment.

Data Analysis: Idaho Standards Achievement Test (ISAT) ELA

ISAT ELA

Associated Data: 2023-2024 Student Achievement Report (App. A), Figures 9-13, pgs. 22-26

Data Considerations:

- After a gap in testing in 2019-20, for the following two years (2020-21 and 2021-22), Idaho used a shortened blueprint with a computer adaptive test that is approximately half the length of the full blueprint. However, in 2022-23, Idaho used the full (longer) blueprint. We do not know the extent to which lowered scores in 2022-23 are reflective of test fatigue due to the longer test and/or a latent pandemic impact. Thus, when

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longitudinal comparisons are made in this report, 2021-22 data is the last year considered since 2023-24 data is needed to provide context to the 2022-23 scores.

- Given the blueprint changes, more years of data are needed to re-establish consistent monitoring of post-pandemic trends.
- In 2022-23, Idaho moved the high school assessment from 10th grade to 11th grade; however, students are still allowed to take the assessment in the 10th grade and bank their scores for use in 11th grade. Thus, students whose 10th grade score is Proficient or Advanced using 11th grade criteria can use that score in place of taking the test again during 11th grade. The impact this may have on high school scores going forward is unknown since students who choose to use the score they earn during 10th grade might have scored higher because of additional schooling and maturation if they had waited until their 11th grade year to take the assessment.

Data Analysis

- Total Proficient or Advanced for the All Students All Grades group hit an all-time high of 56% in 2021-22. After a drop to 52% in 2022-23, the percentage moved back up to 54% in 2023-24. It is unknown how much of the 2022-23 drop was due to pandemic effects or the longer test administered in 2022-23 (fig. 9).
- The percentage of students Below Basic increased 3 percentage points to an all-time high of 25% in 2022-23. It is unknown how much this change was due to pandemic effects or the longer test administered in 2022-23. The percentage of Below Basic students improved by 1 percentage point to 24% in 2023-24 (fig. 9).
- Year-over-year high school performance remains strong and exceeds pre-pandemic performance (60% combined Proficient and Advanced before the pandemic, 65% in 2022-23, and 64% in 2023-24) (fig. 10).
- Grade 8 had the same combined Proficient and Advanced rate (54%) in 2023-24 as 2018-19 (fig. 10).
- When comparing 2018-19 to 2023-24, percentages of students scoring Below Basic have increased 2 to 4 percentage points for all grades except high school (fig. 10).
- Grade level groups of students were followed each year from 2018-19 until either their last year of ISAT ELA testing or 2023-24 occurred, whichever came first. 3rd through 8th grade groups were followed from 2018-19 onward. This particular analysis was conducted to try to detect patterns of performance within the grade level groups that might be due to pandemic effects. No such patterns were found, however (fig. 11).
- Performance gaps remain between subgroups and the All Students group. While the All Students group had a combined Proficient and Advanced rate of 54% in 2023-24, students in most subgroups had substantially less than 50% combined Proficient and Advanced (figs. 12 & 13).

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- Out of 14 groups, four (i.e., Asian, Two or More Races, White, & Students of Military Families) had higher overall performance than the All Students group.
- While gaps remain, it is notable that 3 subgroups (i.e., American Indian, Black/African American, and Students with Disabilities) had decreased performance post-pandemic but have now recovered to meet or exceed their pre-pandemic (2018-19) combined Proficient and Advanced rates.

Data Analysis: English Language Proficiency Assessment (ELPA)

Associated Data: 2023-2024 Student Achievement Report (App. A), Figures 14, 17, & 19-23, pgs. 28-33

Data Considerations:

- Idaho adjusted (lowered) the cut scores needed for students to exit English Learner (EL) programs in 2019-20, resulting in many more students “testing out” of the programs. As a result, the 2020-21 cohort of students and all subsequent cohorts were substantially different since higher performing students had tested out.
- Since modified exit criteria were implemented during the pandemic, it is impossible to know the degree to which changes in scores since 2020-21 are a result of the change in exit criteria vs. pandemic impacts.

Data Analysis

- The Spanish language remains by far the most common language spoken by English language learners in Idaho. 73% of all EL students speak Spanish (fig. 14)
- The number of students who took the English Language Proficiency Assessment (ELPA) increased from 16,904 in 2022-23 to 19,492 in 2023-24. This represents a 15% year-over-year increase in the population (fig. 17).
- The All Grades English Learner performance level percentages were quite consistent from 2020-21 to 2022-23, but the percentage of students scoring at Proficiency Level 1: Entering increased from 15% in 2022-23 to 21% in 2023-24. It is possible the change is at least partially attributable to the large increase in the EL population during 2023-24 which might have had a larger than normal number of entry level students with minimal English skills (fig. 17).
- Yearly percentages of EL students exiting their language development programs have remained relatively steady since 2020-21 at 9-10%. But what this number should be in order to evaluate overall program effectiveness has not been determined (fig. 19).
- Between 2020-21 and 2023-24 across kindergarten to 4th grade there was steady and quite pronounced growth in the percentage of EL students achieving English language proficiency (fig. 20).

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- Roughly 1-2% do so in kindergarten, rising to a high of 25-30% in 4th grade. In 5th grade the yearly percentages decrease to roughly 20-24%.
 - Percentages dramatically drop to 2-5% in 6th grade, but then begin a small rise to 5-8% in 8th and 9th grade followed by a gradual drop across 10th and 11th ending with 2-4% in 12th grade, almost back to kindergarten levels.
- Since the cut scores were adjusted in 2019-20, the percentage of English Learners achieving their annual growth targets increased from 48.1% in 2020-21 to 55.9% in 2022-23. However, the rate dropped to 45.8% in 2023-24 (fig. 21).
- Percentages of EL students achieving growth targets are greatest in 1st and 2nd grade with percentages ranging between 80-95% depending on the year (fig. 22).
 - Percentages then trend downward until 5th grade where 40-65% achieve growth targets. There is a large drop to roughly 18-22% in 6th followed by a slight rise to 18-25% in 7th and 8th. Percentages then hold relatively steady across 9th through 11th at 20-27% and then drop to 13-20% in 12th grade (fig. 22).
- The WIDA Alternate Access assessment for EL students with disabilities was administered for the first time in 2023-24 (fig. 23).
- 157 students completed all sections of the assessment.
 - All performance levels were reflected in the results.
 - 72% of the students performed at the PL3-Developing category. This is in contrast to 40% of the General Access WIDA students performing at this level.
 - 46% of the students performed at PL1-Entering whereas 1% of the General Access WIDA students did so.

Mathematics

Data Analysis: ISAT Math

Associated Data: 2023-2024 Student Achievement Report (App. A), Figures 24-32, pgs. 36-44

Data Considerations:

- After a gap in testing in 2019-20, for the following two years (2020-21 & 2021-22), Idaho used a shortened blueprint for the computer adaptive portion of the test that is approximately half the length of the full blueprint. However, in 2022-23, Idaho used the full (longer) blueprint. We do not know the extent to which lowered scores in 2022-23 are reflective of test fatigue due to the longer test and/or a latent pandemic impact.
- In 2022-23, Idaho moved the high school assessment from 10th grade to 11th grade; however, students are still allowed to take the assessment in the 10th grade and bank their scores for use in 11th grade. Thus, students whose 10th grade score is Proficient or

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Advanced using 11th grade criteria can use that score in place of taking the test again during 11th grade. It is impossible to know the impact this may have on high school scores going forward since students who choose to use the score they earn during 10th grade might have scored higher because of additional schooling and maturation if they had waited until 11th grade to take the assessment.

Data Analysis

- After a 4 percentage point decrease in combined Proficient and Advanced performance in the All Students All Grades group during the pandemic (44% in 2018-19 down to 40% in 2020-21), the percentage recovered to 43% in 2021-22 and held steady at 42-43% during 2022-23 and 2023-24 (fig. 24).
- Between 2020-21 and 2023-24 Below Basic percentages for the All Students All Grades group increased 3 to 4 percentage points from pre-pandemic levels to 30-32% and appear to be holding steady in a narrow range (fig. 24).
 - The increase might be due to lingering pandemic effects.
- There has been no change in the longstanding trend of math performance decreasing as students progress through the K-12 system (fig. 25).
 - For example, in 2023-24, 50% of 3rd graders were Proficient or Advanced and 27% were Below Basic. Only 36% of high school students were Proficient or Advanced and 39% were Below Basic.
- Every grade except high school has lower combined percentages of Proficient and Advanced students in 2023-24 than in 2018-19. The drops are not appreciable, just 1 to 3 percentage points, but they underscore the lack of growth that is occurring throughout the system (fig. 25).
- Percentages of students scoring Below Basic have increased in every grade level post-pandemic and are holding steady (fig. 25).
 - High School: increased 1 percentage point between 2018-19 and 2023-24;
 - 3 percentage points in grade 8;
 - 4 percentage points in grades 3, 4, 5, & 7; and
 - 5 percentage points in grade 6.
- Groups of students moving through the grades show no divergences from trends that have been previously discussed. Namely, as grade level increases overall student performance decreases. No group shows greater pandemic impacts than the others. Please note that these data do not reflect true cohorts of students moving through the grades but instead individual groups by grade level and year (fig. 26)

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- In 2023-24, 4 of 7 race/ethnicity groups had lower combined percentages of Proficient and Advanced students, from 12-23 percentage points, when compared to the All Students group whose combined percentage was 43% (fig. 27).
 - These differences were large and quite stable before the pandemic. Most were exacerbated by the pandemic, and no evidence of gap closure has emerged.
 - In 2023-24, 3 race/ethnicity groups (i.e., Asian, Two or More Races, and White) outperformed the All Students group by 3-20 percentage points in combined percentage of Proficient and Advanced.
- In 2023-24, 6 of 7 student subgroups had lower combined Proficient and Advanced percentages, from 13-31 percentage points, when compared to the All Students group, whose combined percentage was 43% (fig. 28).
 - These differences were large and quite stable before the pandemic. Most were exacerbated by the pandemic, and no evidence of gap closure has emerged.
 - In 2024, 1 student subgroup (i.e., Military Connected Families) outperformed the All Students group in combined Proficient and Advanced by 2 percentage points. Their combined percentage has grown from 41% in 2019 to 45% in 2024.
- There has been no change in cohort trend lines. As has been previously reported, cohort performance begins to diverge from performance expectations after the 4th grade and the underperformance increases with each subsequent grade level thereafter (figs. 29-31).
- Of 111,676 students who took the Math portion of the ISAT in 2022-23 and 2023-24, 20% dropped to a lower performance level in 2024 when compared to their 2023 level, 61% remained at the same performance level, and 19% moved to a higher level (fig. 32).
- The movement of students from Below Basic and Basic to higher categories is a positive finding (fig. 32).
 - 24% of students who scored Below Basic in 2022-23 moved to higher performance levels in 2023-24.
 - 25% of students who were Basic in 2022-23 moved to higher performance levels in 2023-24.
 - 24% of students who were Proficient in 2023 moved to Advanced in 2023-24.
- An ongoing challenge for Idaho is students falling into lower performance levels than those they were in the previous year (fig. 32).
 - 26% who were Basic in 2022-23 fell to Below Basic in 2023-24.
 - 31% who were Proficient in 2022-23 dropped to Basic or Below Basic in 2023-24.
 - 27% who were Advanced in 2022-23 dropped to lower performance categories in 2023-24.

High School – Graduation and Go On Rates

Data Analysis: Graduation Rates

Associated Data: 2023-2024 Student Achievement Report (App. A), Figures 33-37, pgs. 45-49

Data Considerations:

- The cohort graduation rate model is established in federal law and has specific requirements regarding students who are and are not included in a cohort. It is important to note that students who leave their cohort but pursue and receive a grade equivalency diploma (GED) or high school equivalency exam (HSE) are considered dropouts. Thus, a 100% graduation rate is not achievable unless a state fully eliminates this path for high school students.

Data Analysis

- 4 year graduation rates are trending upward from their post-pandemic lows. They have increased about 1 percentage point per year for each of the past two years, hitting an all-time high of 82.3% in 2023-24 (fig. 33).
- 5 year graduation rates also appear to be trending upward from post-pandemic lows, although they had not achieved an all-time high by 2022-23 (fig. 33).
- For 2023-24, out of 16 groups of students grouped by race/ethnicity, gender, and other characteristics, 11 groups achieved their highest 4 year graduation rate, 4 groups were roughly equal to their highest, and 1 group was below but near their highest. Comparisons cover the years 2020-21 to 2023-24 (figs. 34 & 35).
 - 12 of the 16 groups exhibited lower 4 year graduation rates when compared to the All Students group. Thus, progress is being made but gaps remain (figs. 34 & 35).
- For 2022-23, out of 16 groups of students grouped by race/ethnicity, gender, and other characteristics, 3 groups exceeded their 2018-19 pre-pandemic level for 5 year graduation rates, 7 groups were equal to or near their pre-pandemic levels, and 6 groups were lower. Comparisons cover the years 2018-19 to 2022-23 (figs. 36 & 37).
 - 12 of the 16 groups exhibited lower 5 year graduation rates when compared to the All Students group, 3 were higher, and 1 was equal to the All Students group. Thus, gaps remain and if they are closing, they are doing so slowly (figs. 36 & 37).
- A standout is American Indians/Alaskan Natives. The group averaged 74% 5 year cohort graduation over the past three years (2020-21, 2021-22, 2022-23). That is an increase of about 4 percentage points above their pre-pandemic level of 70% in 2018-19 (fig. 36).

Data Analysis: Go On Rates

Associated Data: 2023-2024 Student Achievement Report (App. A), Figures 38-42, pgs. 51-53

- **Data Considerations:** The current process for gathering data included in the Go On rates necessitates a one-year delay in this metric. As a result, the most recent 1 year Go On rates are for the 2022-23 graduates who pursued postsecondary education in the 2023-24 school year, and the most recent 3 year Go On rates are for 2020-21 graduates who pursued opportunities in 2021-22, 2022-23, or 2023-24.
- There has been a nationwide decrease in the percentage of high school graduates pursuing higher education during and post-pandemic. The decline in Go On rates since 2018 (from 69% to 62%) has been significant.²

1 and 3 Year Go On Rates

Data Analysis

- After dropping from 50% in 2018-19, the All Students 1 year Go On rate has been stable at 44-46% between 2019-20 and 2022-23 (fig. 38).
- Differences in 1 Year Go On rates persist between 11 subgroups grouped by race/ethnicity and other characteristics and the All Students group (figs. 39 & 40).
 - For the 7 groups that underperformed in 2022-23, the range was 3-24 percentage points less than the All Students group.
 - For the 3 groups that out-performed in 2022-23, the range was 4-20 percentage points greater than the All Students group.
 - One group, White, tied the All Students group at 44%.
- 3 Year Go On rates for the All Students group trended downward from 64% in 2015-16 to a low of 53% in 2019-20. However, 6 of the 11 points of this drop occurred with the 2019-20 graduates who graduated the year of the pandemic. 3 year rates increased by 1 percentage point to 54% in 2020-21, still well below the previous high. 2020-21 was, however, heavily influenced by the pandemic, so more years of data are needed to monitor the persistence of the lower Go-On rates (fig. 38).
- Differences in 3 Year Go On rates persist between 11 subgroups grouped by race/ethnicity and other characteristics and the All Students group (figs. 41 & 42).
 - 10 groups underperformed the All Students group in 2020-21 from 1-30 percentage points.

² NCES, 2023

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- Only 1 group, Asian, outperformed the All Students group in 2020-21 and did so by 10 percentage points.
 - No group tied the All Students group in 2020-21 but Black students were within 1 percentage point at 53%.
- More years of data (both 1 year and 3 year) are needed to understand post-pandemic Go On rates trends.
- The current Go On Rate data does not allow for a clear understanding of what students are doing after high school, as it is a combination of metrics, and is missing key data.

Enrollment and Attendance

Data Analysis: Enrollment

Associated Data: 2023-2024 Student Achievement Report (App. A), Figure 1, pg. 11

Data Analysis

- Idaho total public school enrollment has held relatively steady since 2021-22 (fig. 1).
- Enrollment dropped by 1,647 students to 302,910 in 2020-21 but then increased to 308,325 in 2021-22.
 - Enrollment has remained around 308,000 to 309,000 students during the last three years (2021-22, 2022-23, & 2023-24).

Data Analysis: Attendance

Associated Data: 2023-2024 Student Achievement Report (App. A), Figures 43-51, pgs. 55-63

Attendance Definitions

The following definitions for attendance are used in this report, as aligned to the Attendance Works model:

- ✓ Adequate Attendance: 91% to 100% attendance
- ✓ Chronically Absent: 81 to 90% attendance
- ✓ Severely Chronically Absent: 80% or lower attendance

Data Considerations

- The definition of “chronically absent” and “severely chronically absent” include absences for any reason, including excused absences (based on district or school policy).

Data Analysis

- In pre-pandemic 2018-19, 87% of Idaho students had adequate attendance. During and after the pandemic, adequate attendance dropped to 82% in 2020-21 and to 75% in 2021-22. The percentage rebounded to 80% in 2022-23 and to 82% in 2023-24 (fig. 43).
- Between 2021-22 and 2023-24, differences in adequate attendance varied across the three grade bands by only 1-2 percentage points, meaning that no grade band can be singled out for having substantially higher or lower adequate attendance. (fig. 44).
 - Severely chronic absenteeism appears to increase as the grade bands go up. For the past two years (2022-23 & 2023-24), grades K-5 have had 2% severely chronically absent, grades 6-8 4%, and grades 9-12 5-6%.
- 15 subgroups of students vary widely in adequate attendance, and most underperform the All Students group. The following comparisons were made in comparison to the All Students group rate of 82% (figs. 45 & 46).
 - Groups with adequate attendance higher than the All Students group: White (84%) and Asian/Pacific Islanders (87%).
 - Groups with the same adequate attendance rate as All Students: Males (82%).
 - Groups with adequate attendance rates slightly lower than All Students: Females (81%), Two or More Races (79%), and Black/African American (79%).
 - Groups with adequate attendance markedly lower than the All Students group that had improved attendance in 2023-24: Homeless (63%), Migrant (75%), English Learners (77%), Students with Disabilities (74%), Economically Disadvantaged (75%), Native Hawaiian (72%), Hispanic/Latin (77%), American Indian (70%).
 - Groups with adequate attendance markedly lower than the All Students group that had the same or lower attendance in 2023-24 than prior years: Foster Care (69%).
- Two groups stand out for increases in adequate attendance between 2021-22 and 2023-24. American Indians/Alaskan Natives and Homeless students started out in 2021-22 at 58% and 52% respectively adequate attendance. By 2023-24, their adequate attendance had steadily risen to 70% for American Indians/Alaskan Natives and 63% for Homeless students (figs. 45 & 46).
- Charter schools, with 2023-24 total enrollments of 24,425 students, had 86% adequate attendance. Only district virtual schools, with a total enrollment of 12,715 students, did better with 94% adequate attendance (fig. 47).
- Charter virtual schools, with 2023-24 total enrollments of 6,234 students, have steadily fallen from 95% adequate attendance in 2018-19 to 68% in 2023-24 (fig. 47).

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- Traditional schools, with 2023-24 total enrollments of 266,050, had 81% adequate attendance (fig. 47).
- Correlation is not causation and the correlation between attendance and student achievement is not large. However, the relationship between attendance and performance is unmistakable (figs. 48-50).
 - At all IRI grade levels (i.e., K-3) IRI composite scores , without exception, always follow an ascending pattern from lowest attendance and lowest mean composite scores to highest attendance and highest mean composite scores (fig. 50).
 - At all grade levels and for both ELA and mathematics, mean scale scores, without exception, always follow an ascending pattern from lowest attendance and lowest mean scale scores to highest attendance and highest mean scale scores (figs. 48 & 49).
- Not only does attendance predict test scores, it also predicts high school graduation. 92% of 2024 graduates had adequate attendance during their 9th grade year. Only 71% of non-graduates in this cohort had adequate attendance during their 9th grade year (fig. 51).

SECTION 5: ACCOUNTABILITY OVERSIGHT COMMITTEE MEMBERS

Chair

Roger Stewart, Ph.D. Retired Professor, College of Education, Boise State University
Designated Seat: Student Achievement Assessment and Data

Ex-Officio Members

Linda Clark, Ed.D. President, Idaho State Board of Education
Retired Superintendent, West Ada School District #2

Cindy Siddoway, B.A. Member, Idaho State Board of Education
Owner, Siddoway Sheep Co. and Juniper Mountain Ranch
Former School Board Trustee, West Jefferson School District #253

Michelle Clement-Taylor, B.A. Interim Chief Operating Officer, Idaho State Department of
Education

Designated Members

Sherry Ann Adams, Ph.D. Superintendent, Melba School District #136
Designated Seat: School District Superintendent

Julian Duffey, M.Ed. Owner, Balance Point, LLC.
Designated Seat: Special Education

Adam Johnson, Ed.S. Assistant Superintendent and Assessment Director, Blaine County
School District #61
Designated Seat: School District Assessment and Accountability

Geoff Penrose, Ed.S. Principal, Sandpoint Middle School, Lake Pend Oreille School
District #84
Designated Seat: School Level Administrator

At-Large Members

Iris Chimburas, B.A. Director of Indian Education, Lapwai School District #341
Member, Indian Education Committee

Anne Ritter, MS.Ed., J.D. Board Member, Meridian Medical Arts Charter School
Former School Board Trustee, West Ada School District #2

Staff

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SCHOOL YEAR 2023-24

Student Achievement Report



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DATA NOTES

The data presentations in this report conform to the rules and standard practices adopted by the Idaho Department of Education (the Department) to protect potentially personally identifiable information (PII), and to guard against overinterpretation of small differences.

Redaction

In compliance with Idaho law, we redact data to protect personal identity. This means that we do not report data in any cells of fewer than 5 students or where the difference between the total of one or more cells of categorical data is fewer than 5 of the total student population. In addition, Data Management Council (DMC) Policies and Procedures call for at least two cells to be redacted in most cases where any total is available, to prevent any cell required for redaction from being derived. Under DMC policy, additional cells may be required to be redacted until the total of the exempt and therefore redacted aggregate data in a line or column equals 5 or more. Zero is considered a number.

The Department uses two levels of redaction communication to protect privacy: (1) reporting no data at all or (2) by “blurring” the actual data, which provides some numeric information, without exposing underlying private data. Specifically, cells that meet the standard fewer-than-five redaction rule are reported using the “NSIZE” notation. Cells that meet the n size requirement but cannot be disclosed because of their relationship to another cell that is redacted, are blurred with the use of “>” or “<” notations. Please be aware that the blurred results are always true (e.g. a cell listed with < 25% will have a real value of under 25%), but do not include an indication of how much above or below the listed value the actual percentage falls.

Level of Precision and Rounding Error

In this report, most composites, rates, percentages, and averages are calculated to 10 places beyond the decimal. For reporting, they are rounded to full numbers, with no places beyond the decimal. The resulting level of precision better matches the level of accuracy of the underlying data and helps avoid the overinterpretation of small, inconsequential differences that likely result from the types of random error that affect all data. Slight, apparent differences from 100% of up to one percentage point in the sum of rates per category (usually a stacked bar) result from rounding errors and not real discrepancies.

School Year (SY) Naming Convention

By convention, school years (SYs) are labeled according to the calendar year of the spring semester. For example, the 2023-24 school year is labeled 2024. In this report, when a school year is identified with one date, for example, 2024 refers to the school year starting in the previous calendar year's fall (i.e., 2023) and ending in named school year's spring (i.e., 2024)

Sample Size

Throughout this report, the sample size or student count is expressed within parenthesis with or without a notation of "n=".

2019 Pre-Pandemic Baseline

This report includes results from the 2018-19 school year as the pre-pandemic baseline as applicable. Idaho continues to make a recovery from the COVID-19 pandemic, and it is important to keep track of the effect and progress. Because of COVID-19, many programs, including statewide assessments, ceased in Spring 2020. For this reason, results from the school year 2020 may not be available.

INTRODUCTION

The Assessment and Accountability Department, on behalf of the Idaho Department of Education, presents Idaho’s 2023-24 annual Student Achievement Report. The information presented is a compilation of the results of the summative assessments for all students, unless otherwise noted. The data presented may not match reports published to fulfill accountability requirements.¹ Student demographic designations represent information that districts and charters provided through the Idaho System for Educational Excellence (ISEE).

The observations provided represent the reflections, understanding, and experience of the Assessment and Accountability staff, as well as reflections from other department staff.

Questions about the data or observations can be directed to the Assessment and Accountability Department.

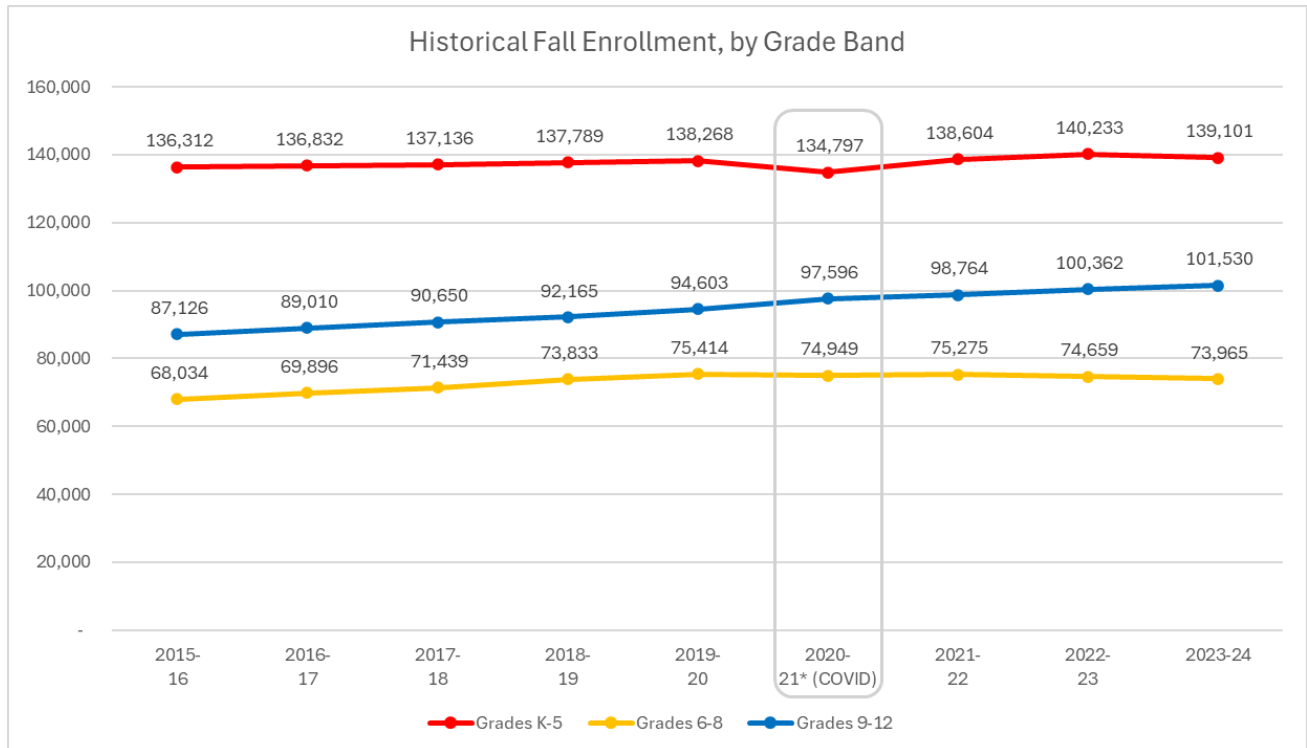
¹ Inclusion and weighting rules vary depending on the accountability metric and requirement.

ENROLLMENT

This report reviews the achievements of the 308,718 students in Idaho’s public schools in 2023-24. These official numbers come from the Spring Enrollment Count, which includes all students in grades kindergarten through 12 enrolled on the first Friday of May. The districts and charter schools statewide report enrollment via ISEE to the Idaho Statewide Longitudinal Data System (SLDS). The count does not show whether a student is enrolled on a half-time or full-time basis. The enrollment count for the following entities are not part of the report card: (1) Juvenile Detention Centers; (2) Idaho Digital Learning Academy (IDLA); and (3) Schools governed by: (a) Idaho Department of Correction; (b) Idaho Department of Juvenile Corrections; (c) Idaho Educational Services for the Deaf and Blind; (d) Tribal organizations; (e) Special purpose schools, as accredited; and (f) Summer schools/programs.

As seen in Figure 1, enrollment in elementary schools (Kindergarten through 5th grade) and middle schools (grades 6 – 8) have experience little change since the 2021-2022 year, though high school (grades 9 – 12) is slightly trending upwards.

Figure 1: Idaho Public School Fall Enrollment



ENGLISH LANGUAGE ARTS AND LITERACY

This section reviews Idaho students' performance on English language arts and literacy assessments including the Idaho Reading Indicator (IRI) for students in kindergarten through grade 3; the Idaho Standards Achievement Test (ISAT/IDAA) for students in grades 3-8 and 10; and the English Language Proficiency Assessment (ELPA) for students learning English in kindergarten through grade 12.

IRI

School year 2018-19 was the first year of the statewide implementation of the new IRI. Legacy IRI scores could not be compared directly with scores from the new IRI, for two reasons. First, the legacy IRI testing procedure was a one-on-one assessment between the proctor and student. Second, it was approximately 2-4 minutes long and it measured one aspect of literacy – oral reading fluency.

The new Idaho Reading Indicator (IRI) is a computer-adaptive screening assessment administered on a tablet or computer. It consists of **multiple short tests designed to measure foundational literacy skills, including:**

- Listening Comprehension
- Letter Knowledge
- Phonemic Awareness
- Vocabulary
- Spelling
- Alphabetic Decoding
- Reading Comprehension
- Text Fluency

Each grade level completes a specific set of subtests tailored to their **developmental stage. For instance:**

- Kindergarteners are not assessed in text fluency.
- Third graders are generally not assessed in phonemic awareness.

However, because the assessment is computer-adaptive, students can "gate" up or down into subtests that may not be **normed for their grade level based on their performance.**

The IRI provides detailed reports for each subtest as well as an overall literacy ability score, giving educators a comprehensive snapshot of a student's foundational reading skills.

Idaho Reading Indicator (IRI) Reporting Framework

The Idaho Reading Indicator (IRI) reports student performance using a three-tiered system to classify proficiency levels based on percentile ranges:

- **Tier 1: On Grade Level**
 - Students scoring at or above the 40th percentile demonstrate proficiency and are considered on grade level.
- **Tier 2: Near Grade Level**
 - Students scoring between the 21st and 40th percentile are approaching grade-level proficiency and may require additional support or interventions to reach on grade level.
- **Tier 3: Below Grade Level**
 - Students scoring at or below the 20th percentile are significantly below grade level and require intensive interventions to support literacy development.

Data Considerations

IRI scores were put on a vertical scale and were subsequently renormed in 2022 using data from the 2018-19 school year. This was to align the IRI vendor's PreK-grade 3 early-reading assessment and Grades 4-5 advanced-reading assessment and make the scores continuous and comparable. For any norm-referenced assessments, the norm needs to be updated every four to five years to represent the performance of the current population. The change in norms affected the proficiency-level (Tier) assignment. To see scores in old norms, see Appendix.

Figure 2: Fall and Spring IRI Performance

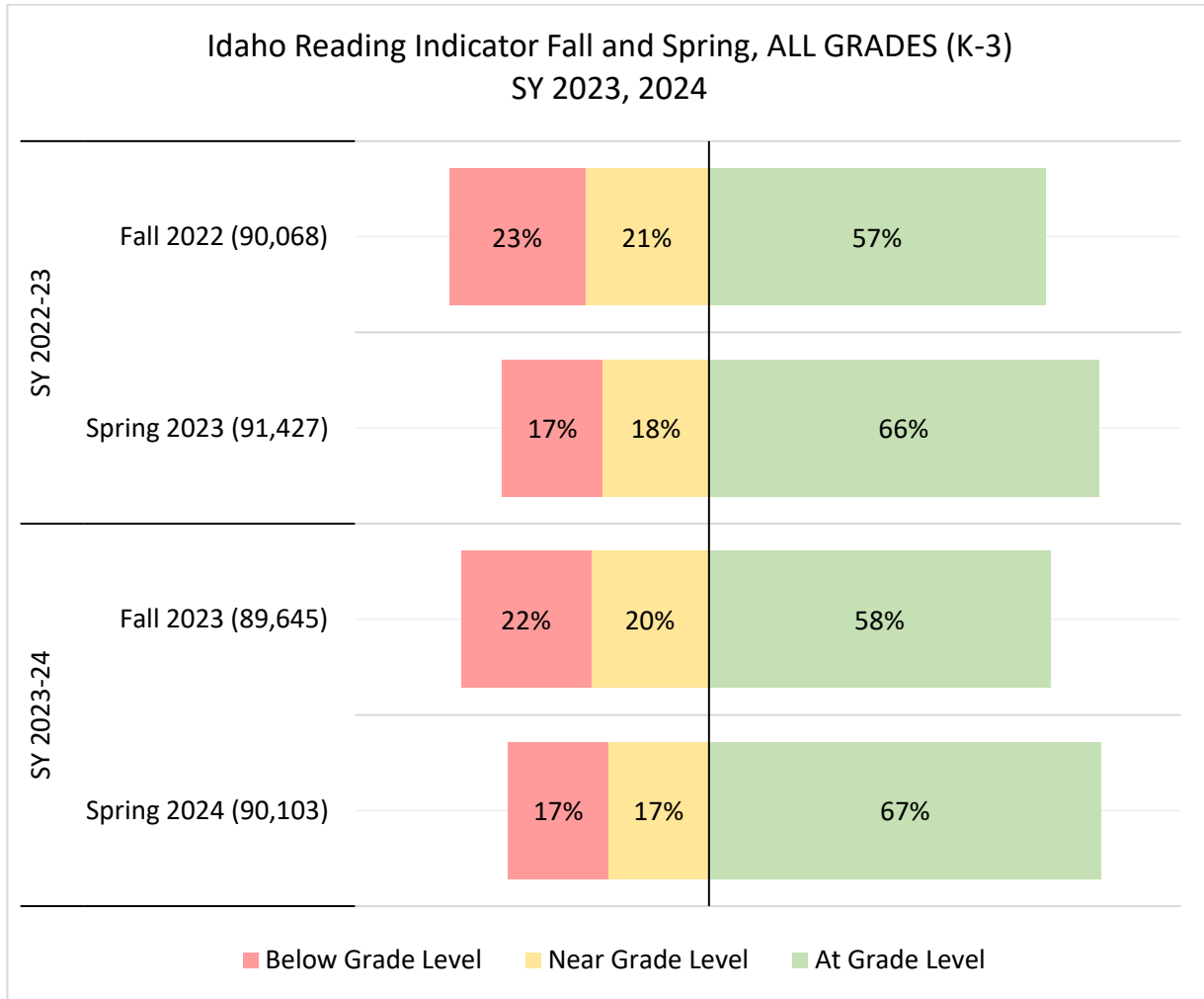
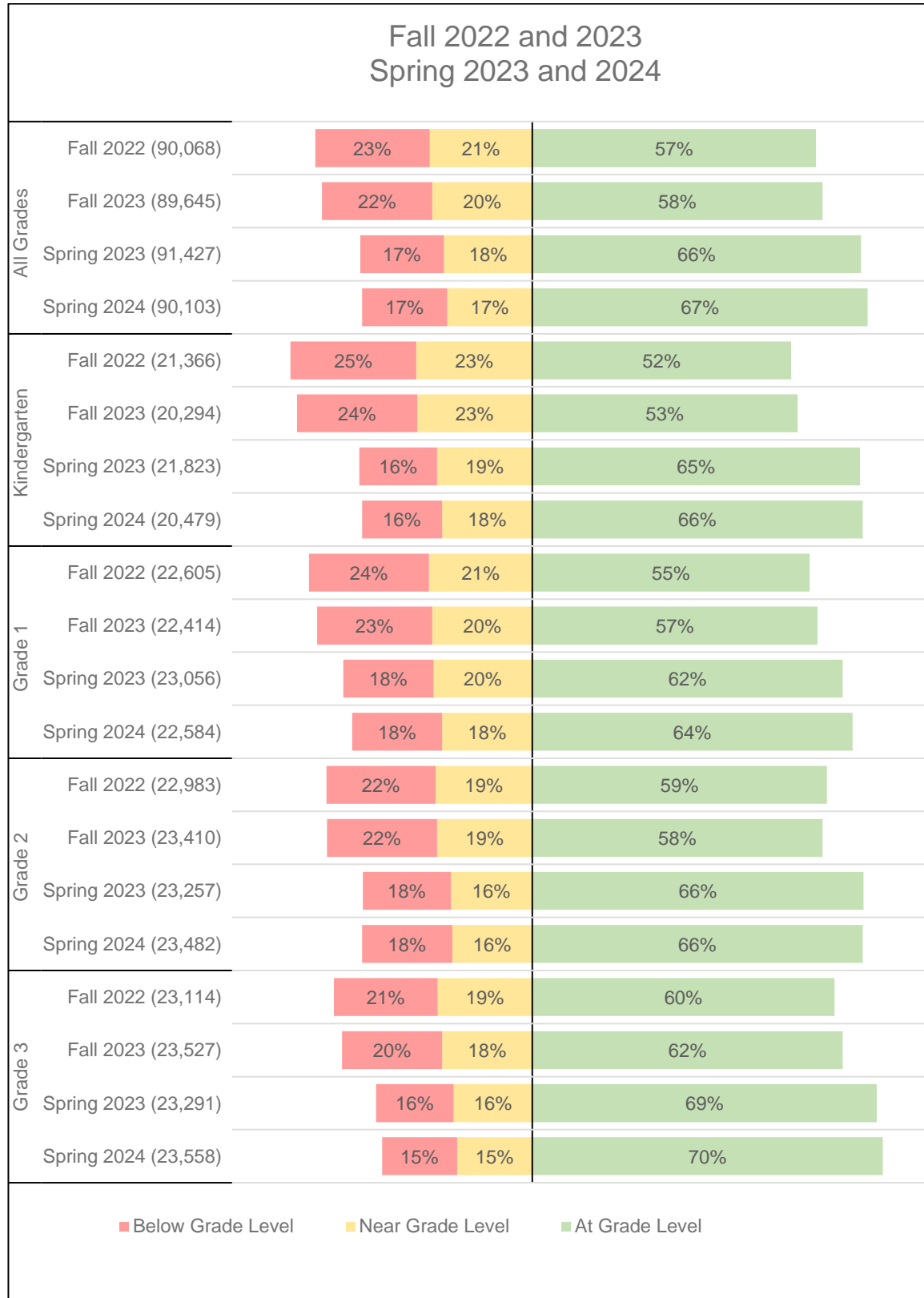
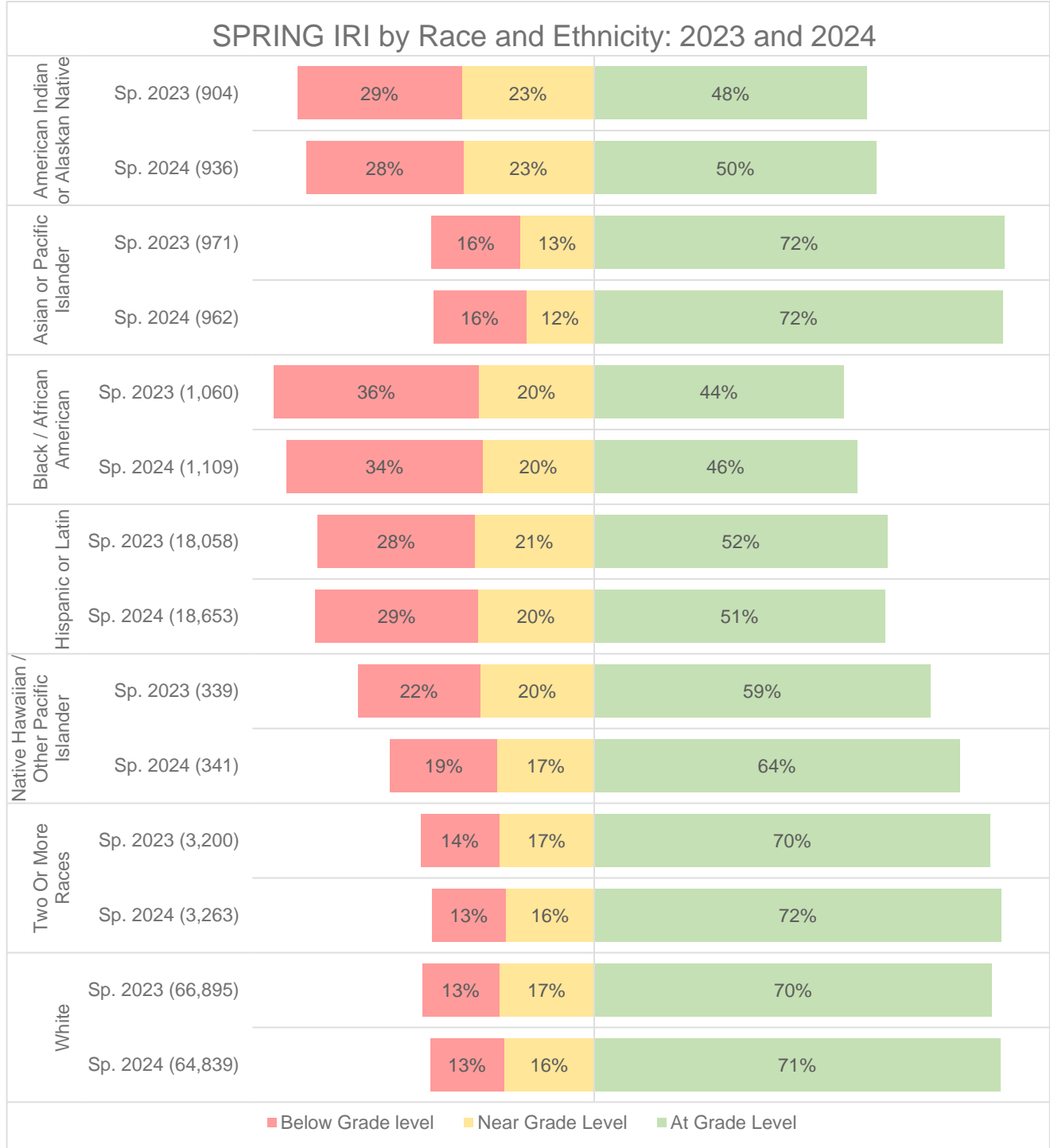


Figure 3: IRI Performance by Grade by Year



Spring IRI Performance by Race-Ethnicity – All Grades
Figure 4 shows IRI performance by race-ethnicity groups.

Figure 4: Spring IRI Performance by Race and Ethnicity: 2023 and 2024



Spring IRI Performance by Student Group – All Grades

Figure 5 and Figure 6 show statewide IRI performance of all grades by student groups.

Figure 5: Spring IRI Performance by Student Group 2023 & 2024

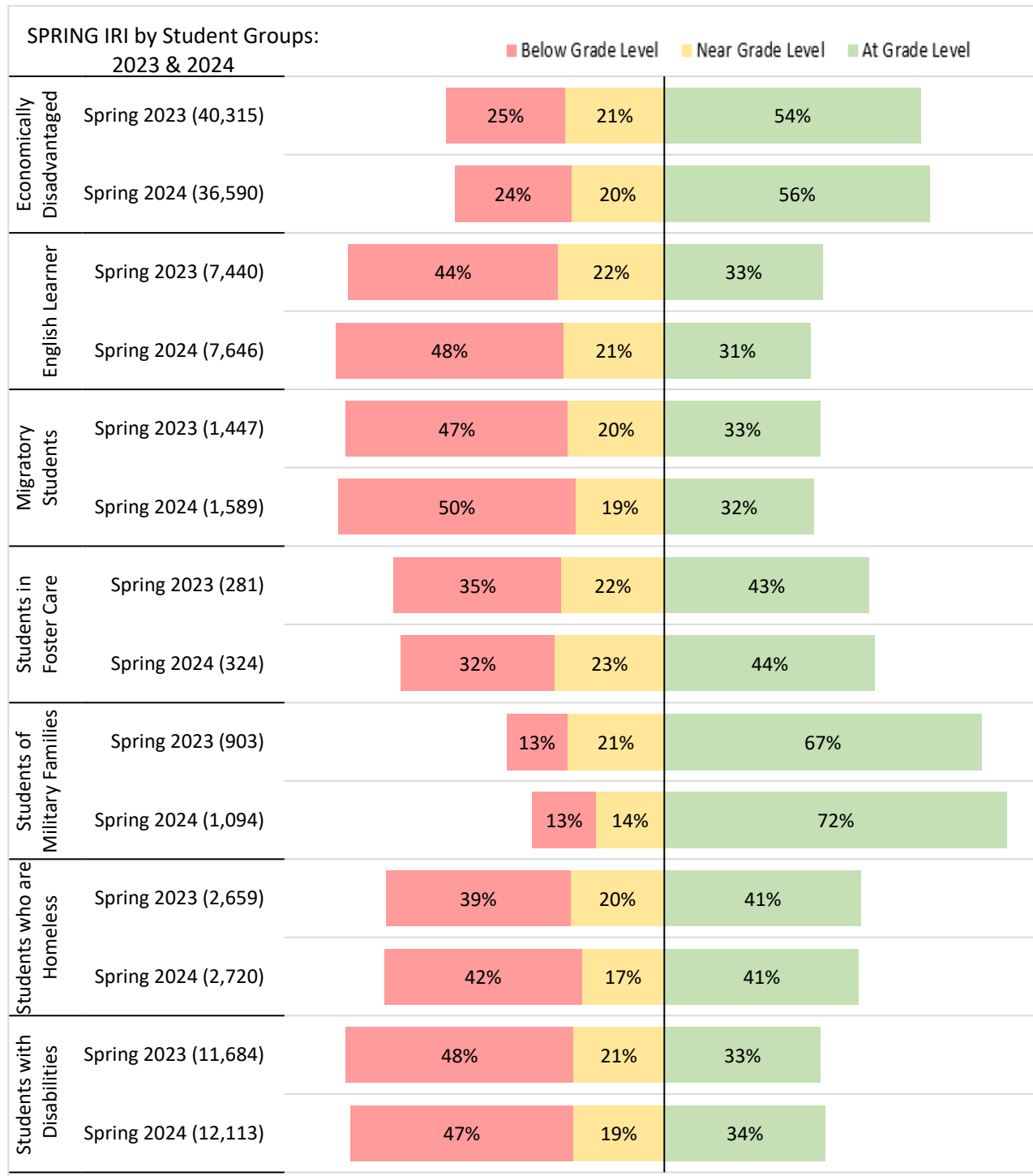


Figure 6: Spring IRI Performance by Gender: 2023 & 2024

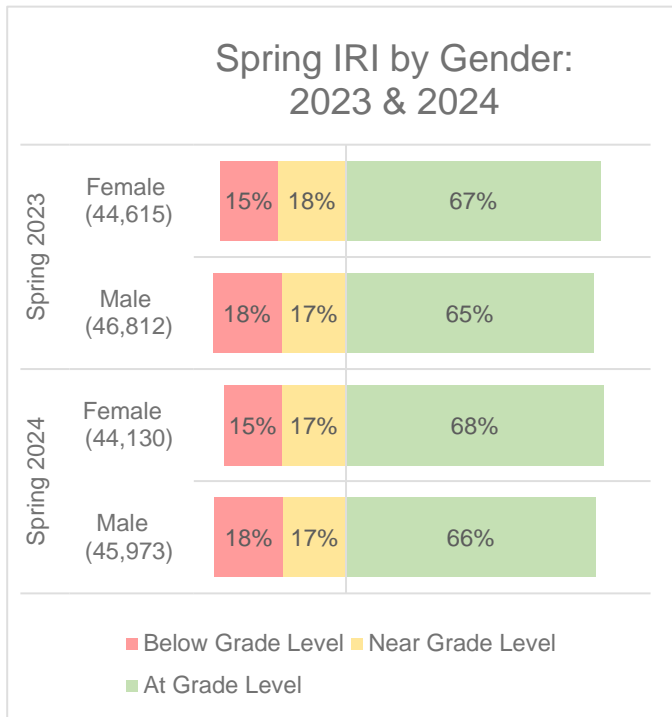
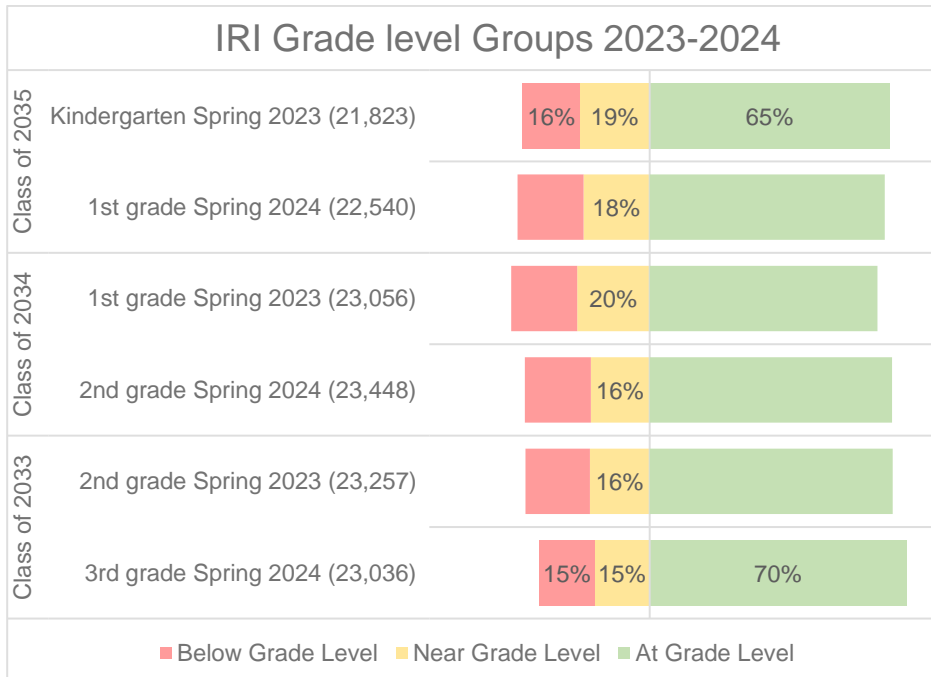


Figure 7 shows IRI performance by graduating classes.

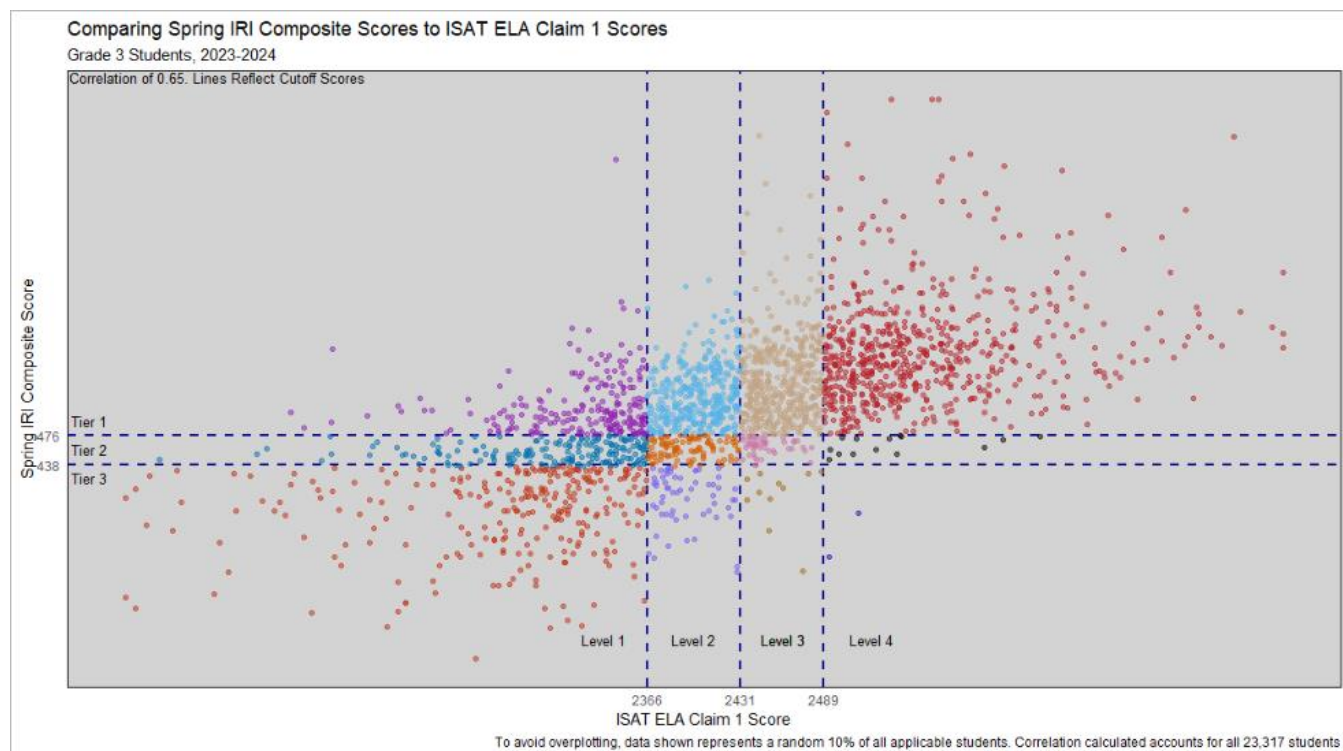
Figure 7: Spring IRI Grade level Groups*



**groups of students- not true cohort*

Figure 8: IRI Correlation to ISAT Claim 1 Reading Scores

- There is a clear trend that higher scores in one test can coincide with higher scores in another, but there are too many exceptions to assume a student will do well in one test due to a high score in the other
- This is further explained with noting that 12.2% of students scored in the lowest level/tier of one test but the highest of the other



ISAT English Language Arts and Literacy (ELA)

The Idaho Standards Achievement Test (ISAT) comprises key elements of Idaho’s school accountability system. Students in grades 3-8 and 11 take the ISAT to determine whether they have met the standards for their grade level in English Language Arts/Literacy (ELA), Science, and Mathematics (Math).² These tests are administered from March to May of each year to provide annual monitoring of individual, school, district, and state progress.

The ISAT is a criterion-referenced assessment designed to measure students' proficiency in the Idaho Content Standards. In Math and ELA, student performance is reported across multiple levels—individual, class, school, district, and state—and covers various categories, including reading, writing, computational thinking, and mathematical concepts and procedures.

The ISAT in Math and ELA comprises two components: a computer-adaptive test and performance tasks. The primary objectives of the assessment are:

1. **Evaluation and Accountability:** To measure student achievement and learning growth as part of program evaluation and accountability for schools, districts, and the state.
2. **College and Career Readiness:** To provide valid, reliable, and fair assessments of students' progress toward mastering the knowledge and skills necessary for college and career readiness.
3. **In-Depth Demonstration of Skills:** To maximize students’ ability to showcase their full knowledge and skills by utilizing the advantages of computer-adaptive testing.

These summative assessments are a critical part of the statewide comprehensive assessment system, as outlined in IDAPA 08.02.03.111.06.

Students with disabilities can participate in the statewide comprehensive ISAT assessment system in one of three ways as determined by their Individualized Education Program (IEP) team. They can take the:

- general assessment without accommodations,
- general assessment with accommodations, or
- Idaho Alternate Assessment or IDAA for students who qualify.

² School Year 2021-22 is the last year in which students will take their Summative ELA and Math ISAT assessment in 10th grade. Starting in School Year 2022-23, high school students will instead take only the 11th-grade ELA, Math, and Science ISAT assessments, but they may take the Math or ELA assessments in 10th grade, or rarely 9th grade, after completing instruction on all high school standards.

The Idaho Alternate Assessment (IDAA) is the alternate assessment option under the ISAT assessment system. It is intended for students with the most significant cognitive disabilities who meet specific participation criteria. They represent about 1% of the total student population, and their Individual-Education-Program (IEP) team determines if they qualify for the IDAA based on the participation criteria.

This document adopts the shorthand of referring to findings from the Idaho Standards Achievement Test as ISAT findings, even though they are formally ISAT/IDAA findings, because they include IDAA test results, unless otherwise indicated.

Data Considerations

ISAT results are reported as scale scores, which are divided into four achievement levels: Level 1 (Below Basic), Level 2 (Basic), Level 3 (Proficient), and Level 4 (Advanced). Scores in the Proficient (Level 3) and Advanced (Level 4) categories indicate that a student is meeting grade-level expectations for proficiency*. The graphs below illustrate the performance of students in grades 3–8 and high school (grade 10 through 2022, and grades 10 and 11 starting in 2023) across the four achievement levels.

The Idaho State Board of Education developed adjusted (shortened) blueprints in 2020. The shortened blueprint has 50% fewer computer adaptive items in each claim area compared to the original full (long) blueprint. The shortened blueprint still covers all content standards, and results are comparable. Although combined claim scores were in development, the shortened blueprint did not offer claim-level scores in 2020-21 or 2021-22. Idaho used the shortened blueprint in 2020-21 and 2021-22 school years. Idaho returned to full-length blueprint in the 2022-23 school year.

Based on input from LEAs and the Idaho State Board of Education, the Department decided to return to the shortened form of the ISAT blueprint for school year 2023-24 and beyond. Combined claim level scores became available for the shortened blueprint in 2023-24.

As of 2023, the high school ISAT was taken in Grade 11 and evaluated against all high school standards. Two other features were added: (1) students could use a “banked” ISAT score from a prior high school year’s test, usually a Grade-10 test, rather than re-take the test in Grade 11; and (2) Grade 9 or 10 students could take the Grade-11 ISAT for banking, if they had received instruction on all relevant Idaho Content Standards in that subject. Please see [Accountability Business Rules](#) for details.

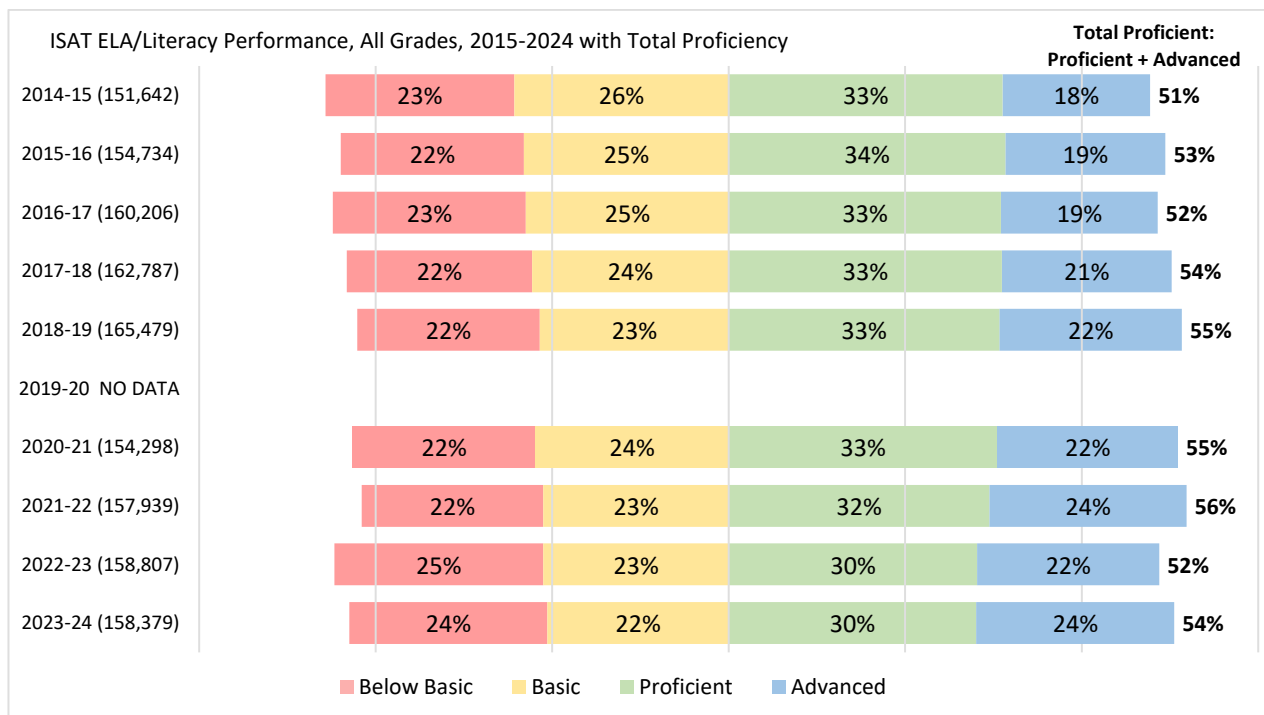
The graphs below display student data from before and after 2020, highlighting the impact of COVID-19, which disrupted instruction and halted assessments. Some graphs span multiple

years, while others, due to space constraints, focus on recent years but include the 2018-2019 school year for a pre- and post-pandemic comparison.

*Standard setting, which determined cut scores and proficiency levels, for the Smarter Balanced mathematics and English/Language Arts assessments occurred in October, 2018. These determinations were based on field test data and the methodologies were approved by the consortium’s Technical Advisory Committee before they were finalized.

ISAT ELA Performance, All Grades

Figure 9: ISAT ELA Performance All Grades, School Years 2015-2024*



Note- Data are not available in 2020 because of COVID-related lapses in test-taking.
* The 2021, 2022, and 2024 ISAT were on the shortened blueprint.

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ISAT ELA Performance by Grade

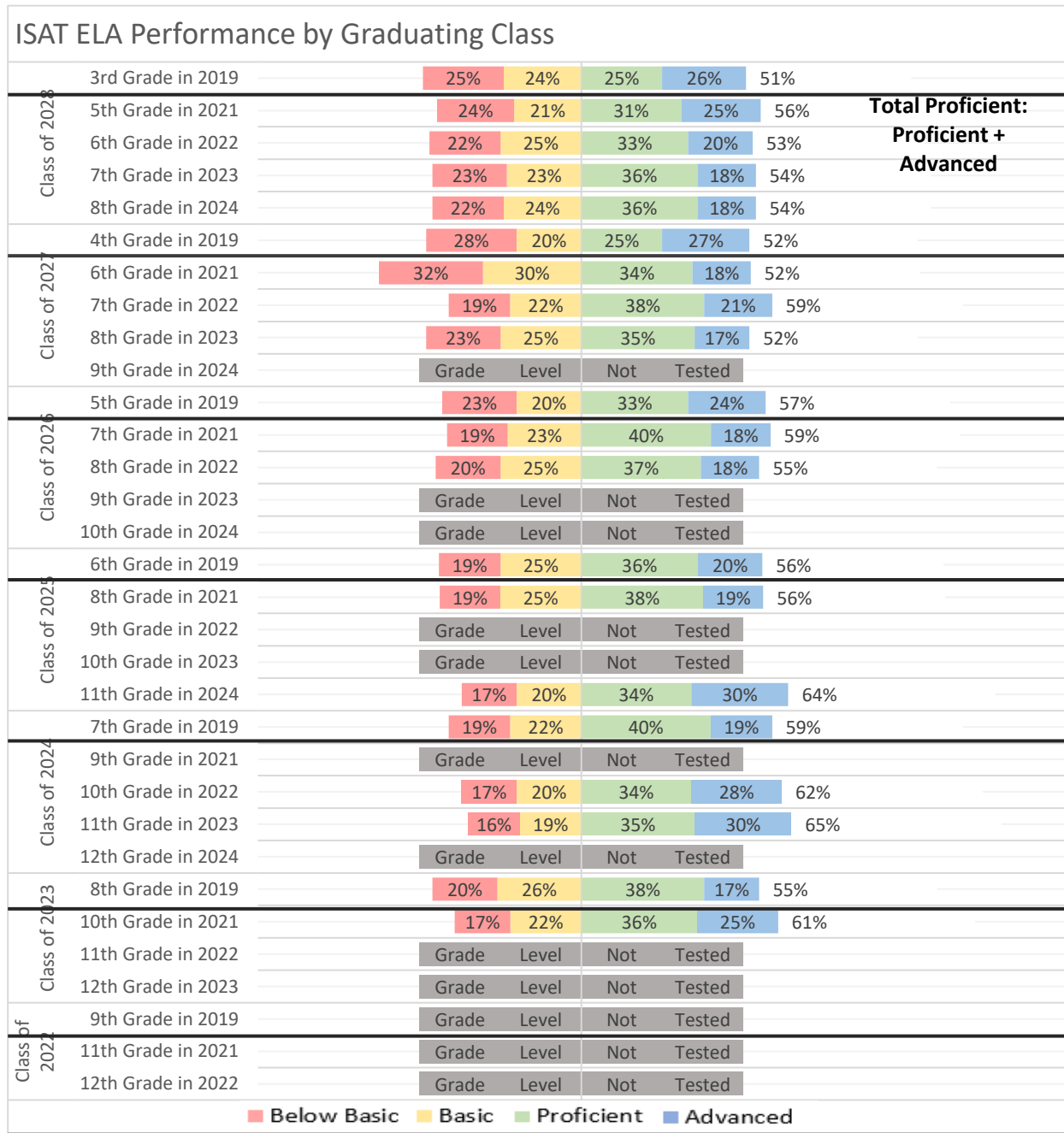
Figure 10: ISAT ELA Performance by Grade SYs 2019, 2022*, 2023, and 2024*

ISAT ELA, ALL STUDENTS by Grade by Levels with Total Proficiency							
Grade 3	2019 (21,883)	25%	24%	25%	26%	51%	Total Proficient: Proficient + Advanced
	2022 (22,140)	27%	24%	23%	26%	50%	
	2023 (22,467)	30%	25%	22%	23%	45%	
	2024 (22,578)	28%	23%	23%	26%	49%	
Grade 4	2019 (22,571)	28%	20%	25%	27%	52%	
	2022 (22,173)	26%	21%	25%	28%	53%	
	2023 (22,654)	32%	20%	23%	25%	48%	
	2024 (22,834)	30%	20%	23%	27%	50%	
Grade 5	2019 (23,509)	23%	20%	33%	24%	57%	
	2022 (22,565)	23%	20%	30%	27%	57%	
	2023 (22,684)	28%	20%	28%	23%	52%	
	2024 (23,015)	26%	20%	29%	25%	54%	
Grade 6	2019 (23,559)	19%	25%	36%	20%	56%	
	2022 (22,718)	22%	25%	33%	20%	53%	
	2023 (22,835)	25%	25%	31%	19%	50%	
	2024 (22,595)	23%	24%	33%	20%	53%	
Grade 7	2019 (23,004)	19%	22%	40%	19%	59%	
	2022 (23,149)	19%	22%	38%	21%	59%	
	2023 (22,941)	23%	23%	36%	18%	54%	
	2024 (22,664)	22%	22%	36%	21%	57%	
Grade 8	2019 (22,933)	20%	26%	38%	17%	54%	
	2022 (23,565)	20%	25%	37%	18%	55%	
	2023 (23,301)	23%	25%	35%	17%	52%	
	2024 (22,764)	22%	24%	36%	18%	54%	
High School	2019 (20,985)	18%	21%	35%	25%	60%	
	2022 (21,629)	17%	20%	34%	28%	62%	
	2023 (21,925)	16%	19%	35%	30%	65%	
	2024 (21,929)	17%	20%	34%	30%	64%	

■ Below Basic
 ■ Basic
 ■ Proficient
 ■ Advanced

**Both 2022 and 2024 were on the shortened blueprint.*

Figure 11: ISAT ELA Performance for 2019 and 2021-2024 by Graduating Class



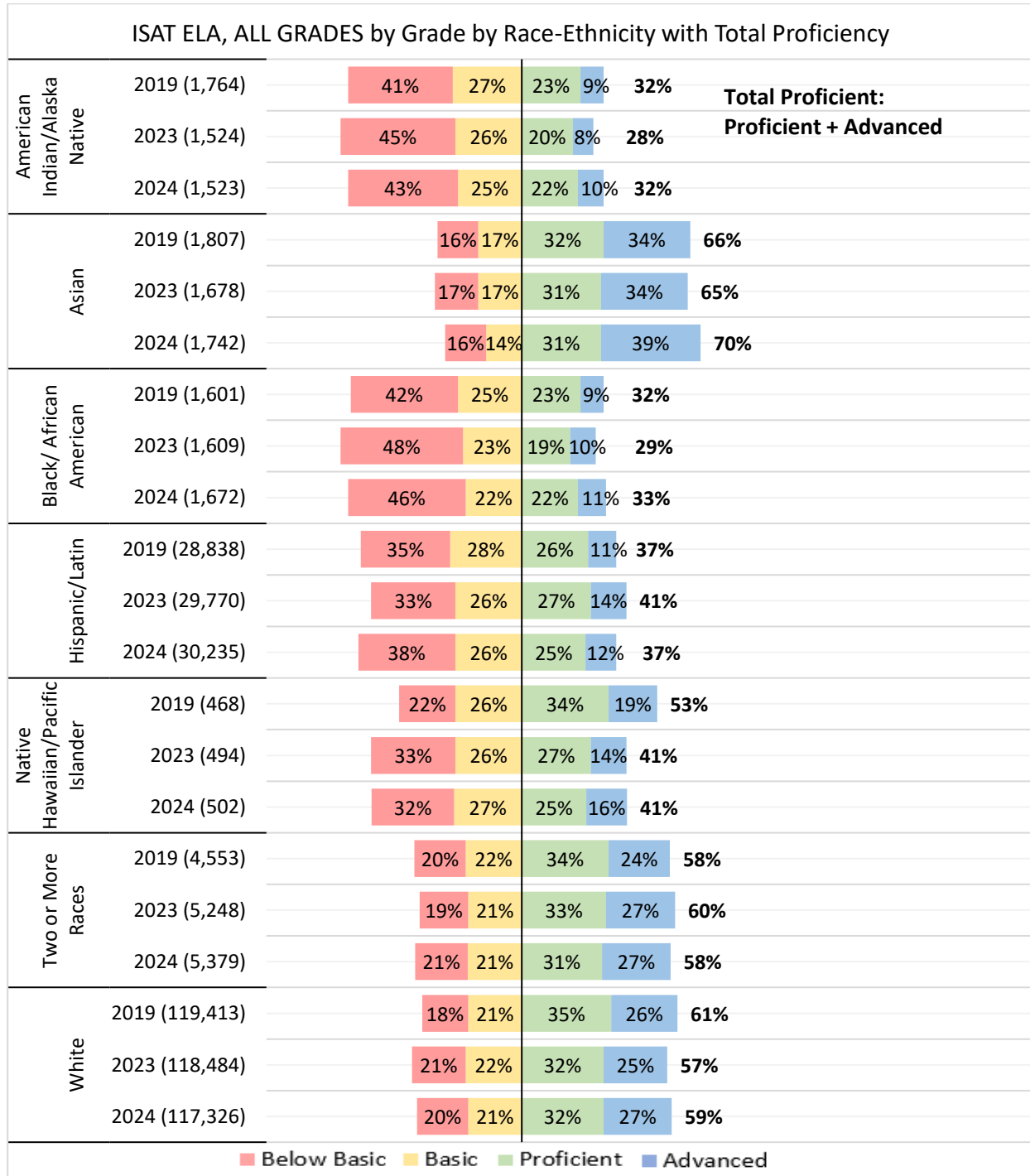
Note- Data are not available in 2020 because of COVID-related lapses in test-taking.

* The 2022 and 2024 ISAT were on the shortened blueprint.

* Students test in grades 3-8 and high school. Starting in Spring 2023, the tested high school grade shifted from 10th to 11th grade.

ISAT ELA Performance by Race and Ethnicity

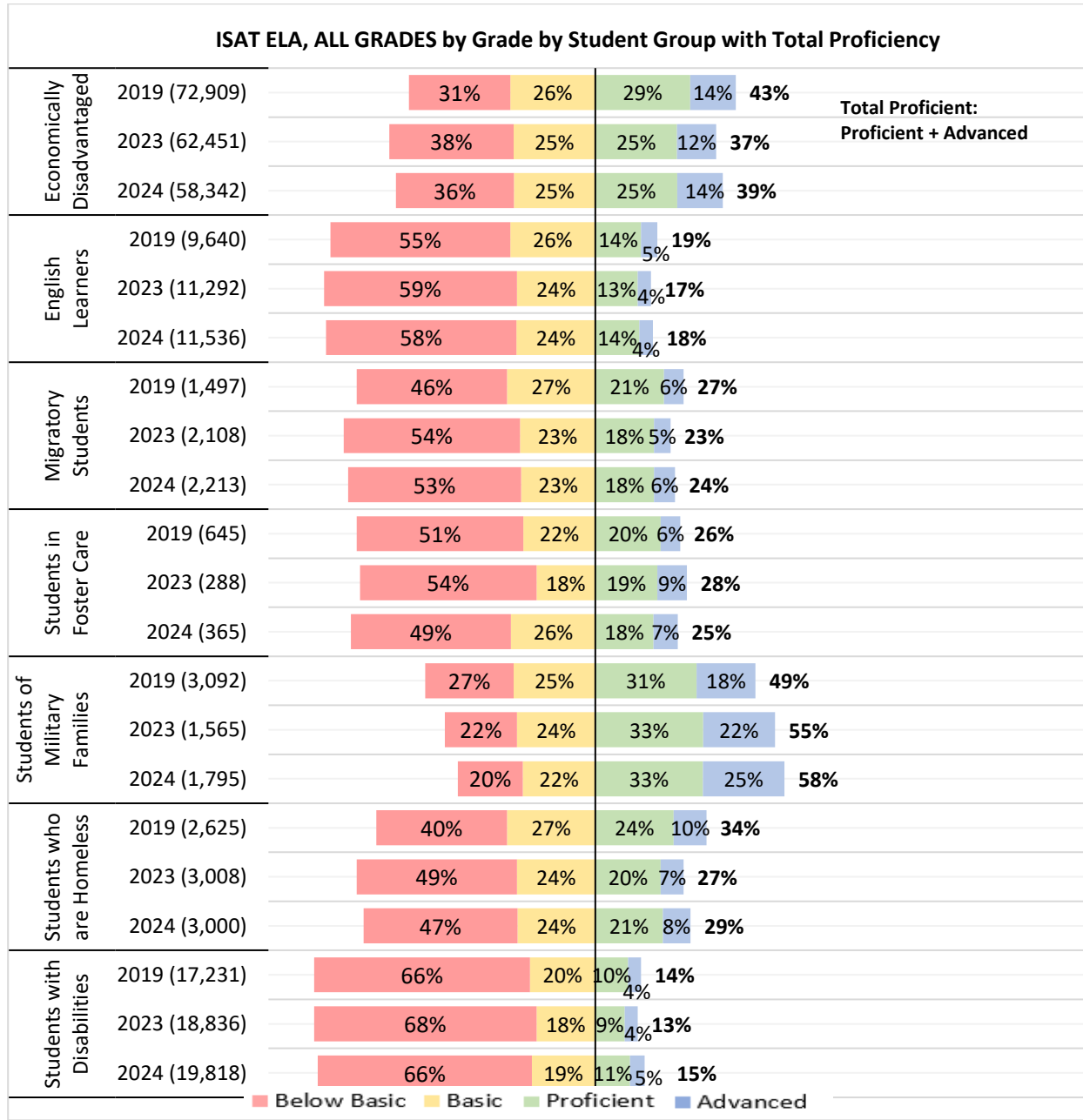
Figure 12: ISAT ELA Performance by Race and Ethnicity in 2019, 2023, and 2024*



* The 2024 ISAT was on the shortened blueprint.

ISAT ELA Performance by Student Group

Figure 13: ISAT ELA Performance by Student Groups in 2019, 2023, and 2024*



* The 2024 ISAT was on the shortened blueprint.

English Language Proficiency Assessment ELPA

The English Language Proficiency Assessment (ELPA), which includes both screener and summative test types, measures English language proficiency in listening, speaking, reading, and writing as defined by Idaho’s English Language Development Standards³. The Elementary and Secondary Education Act, as amended by Section 3113⁴ of the *Every Student Succeeds Act* (2015), requires state educational agencies to establish and implement standardized, statewide entrance and exit procedures for students identified as English learners (ELs). Idaho Code § 33-1617⁵ and § 33-1624⁶ support these federal mandates by outlining the legislative intent to develop statewide, research-based English language proficiency goals and by providing a standardized mechanism for evaluating annual English language proficiency growth. The Idaho Administrative Code⁷⁸ requires that provisional ELs be screened to determine program eligibility and that identified ELs complete the annual summative assessment. ELPA student performance results are used to monitor individual English language proficiency growth, English language proficiency, and to evaluate district program efficacy.

Idaho joined the WIDA Consortium in 2015 and began administering ACCESS for ELLs—WIDA’s summative English language proficiency (ELP) assessment—in 2016. In addition to the summative ELPA, Idaho administers both the WIDA Screener and the WIDA Screener for Kindergarten as the state’s ELP screeners to determine a student’s EL program eligibility. The EL identification process is completed within the first 30 days of enrollment in an Idaho public school, and the results of the WIDA Screener establish a student’s initial English language proficiency level, informing district programmatic and instructional decisions.

ACCESS for ELLs performance results are reported as both scale scores and proficiency levels (PLs). A scale score and proficiency level are produced for each language domain assessed (reading, writing, listening, and speaking). Composite scores are also generated (overall, literacy, oral, and comprehension). Proficiency levels are interpretive scores that describe what a student knows and can do in English. The six proficiency levels are:

- Proficiency Level 1: Entering
- Proficiency Level 2: Emerging
- Proficiency Level 3: Developing
- Proficiency Level 4: Expanding

³ IDAPA Rule: 08.02.03.004.02

⁴ Every Student Succeeds Act, 20 U.S.C. § 3113(b)(2). <https://www.congress.gov/114/plaws/publ95/PLAW-114publ95.pdf>

⁵ Idaho Code § 33-1617: <https://legislature.idaho.gov/statutesrules/idstat/Title33/T33CH16/SECT33-1617/>

⁶ Idaho Code § 33-1624: <https://legislature.idaho.gov/statutesrules/idstat/title33/t33ch16/sect33-1624/>

⁷ IDAPA Rule: 08.02.03.111.03

⁸ IDAPA Rule: 08.02.03.111.06.(a)-(m)

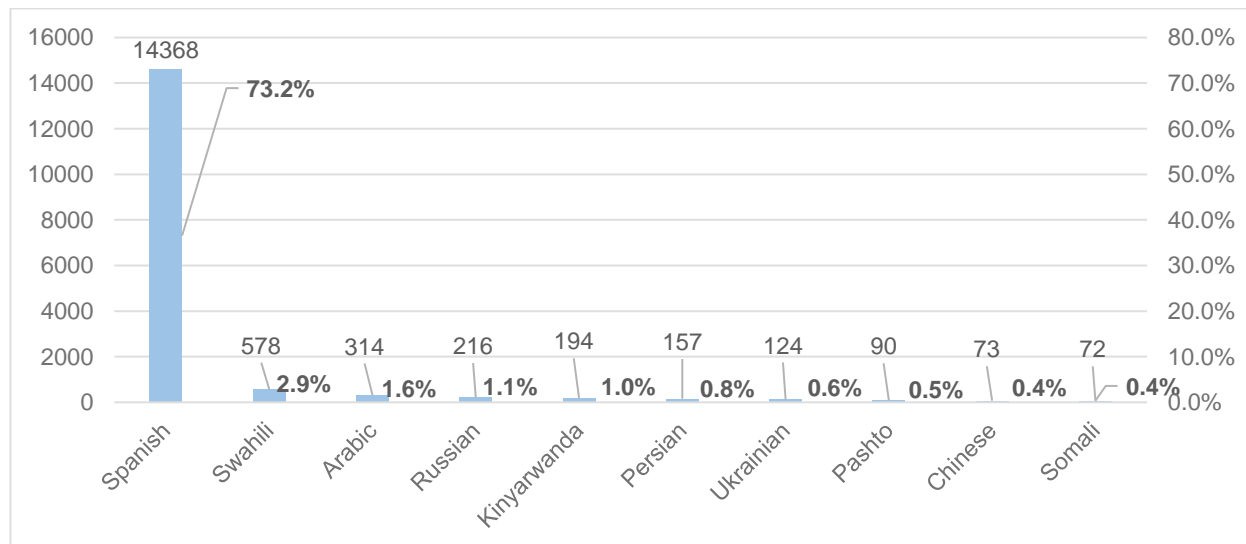
- Proficiency Level 5: Bridging
- Proficiency Level 6: Reaching

In 2017, the Department slightly modified the individual language domain (Reading, Writing, Listening, and Speaking) proficiency level targets for reclassification from an LEA’s Language Instruction Educational Program from 5.0 on each of the four domains to 4.0, leaving overall composite cut-off unchanged. Three years later, based on its statewide analyses comparing ACCESS performance levels and ISAT ELA performance, the Department implemented another exit criterion update in 2019-20. These modifications modified the overall composite proficiency level reclassification cut score from 5.0 to 4.2; the Reading, Writing, and Listening domain cut scores from 4.0 to 3.5; and the Speaking cut from 5.0 to 1.0⁹.

ELs with the most significant cognitive impairments, who meet the Idaho Alternate Assessment participation criteria, complete WIDA Alternate ACCESS. The proficiency levels for WIDA Alternate ACCESS are reported under the five proficiency levels outlined below:

- Proficiency Level 1: Entering
- Proficiency Level 2: Emerging
- Proficiency Level 3: Developing
- Proficiency Level 4: Expanding
- Proficiency Level 5: Bridging

Figure 14: Top 10 Languages Spoken by English Learners – 2024



⁹ This low score of 1.0 took into account that the Speaking measure relied on a recording technology that artificially reduced the Speaking score to 1.0 if a student stopped and re-started the recorder.

Figure 15: Percentage of First Year Identified English Learners (L1) by Grade Level

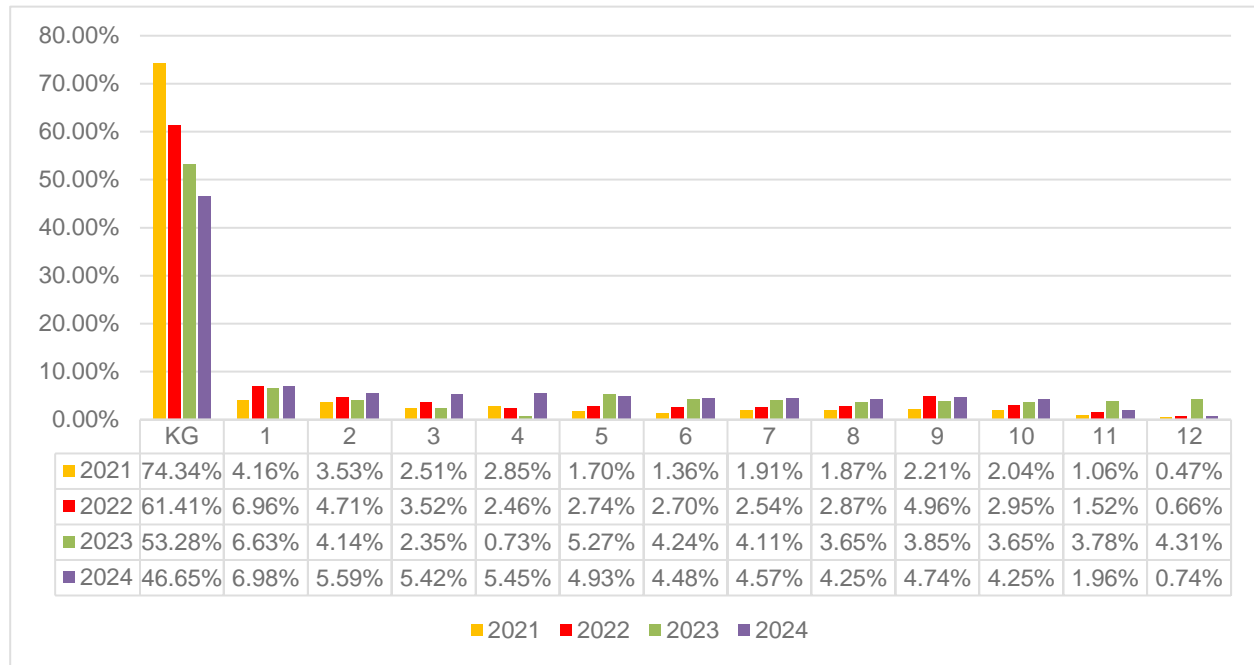
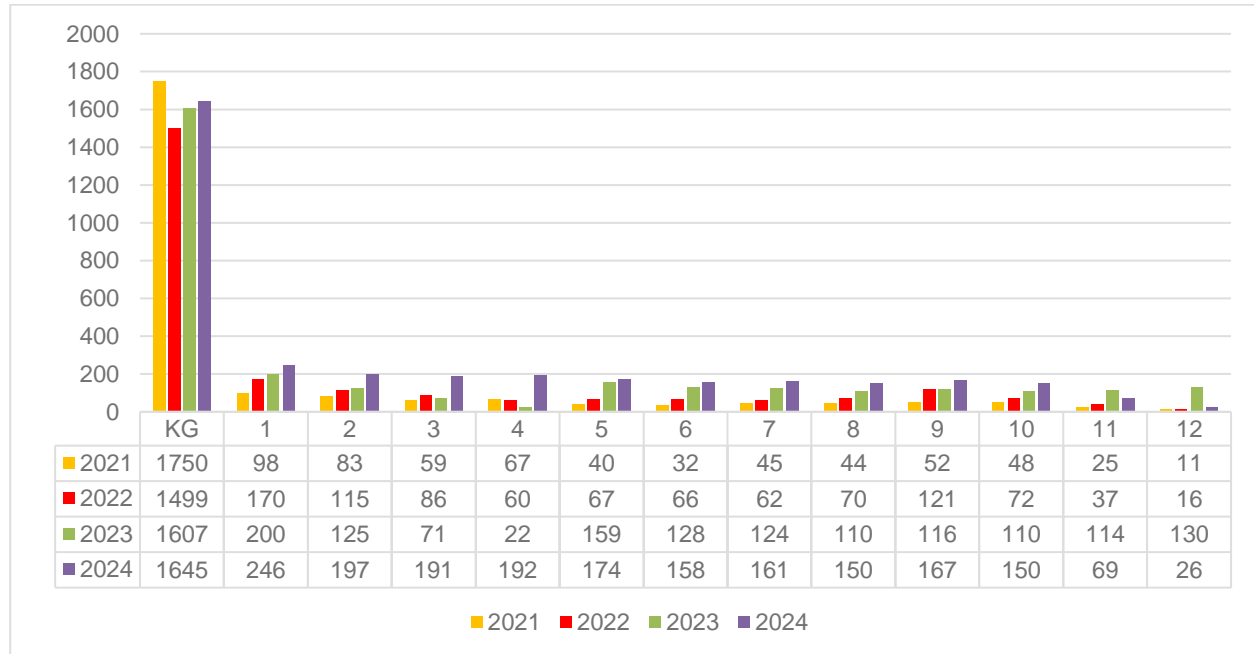


Figure 16: Count of First Year Identified English Learners (L1) by Grade Level



ELPA (General ACCESS for ELLs) Results 2024

The 2023-2024 summative ELPA window opened on January 29, 2024, and closed on March 8, 2024. During the test window, 19,406 students completed all sections (reading, writing, listening, and speaking) of ACCESS for ELLs. Among the ELs assessed, 3,414 were in their first year of EL identification (L1), and 47% of L1 students were identified for EL services in

kindergarten. The distribution graphs below illustrate the percentage of students scoring at each proficiency level on ACCESS for ELLs and Alternate ACCESS for ELLs from 2019 to 2024.

Figure 17: General ACCESS Performance Levels

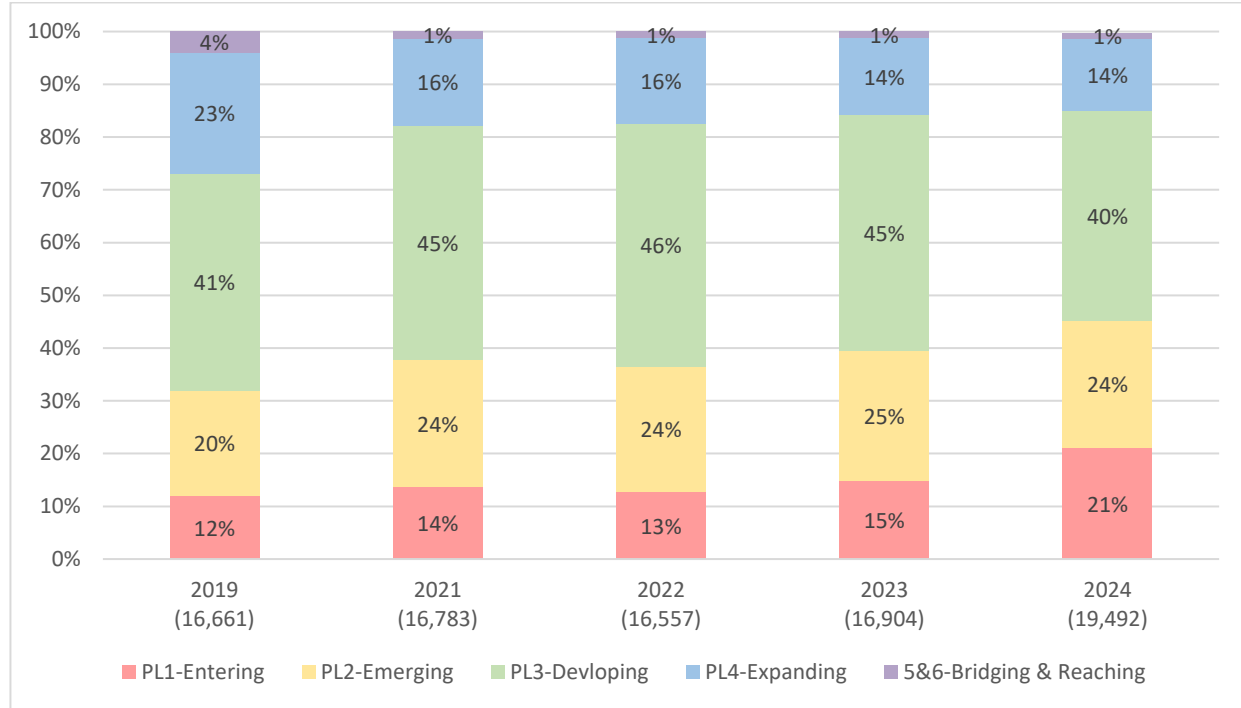
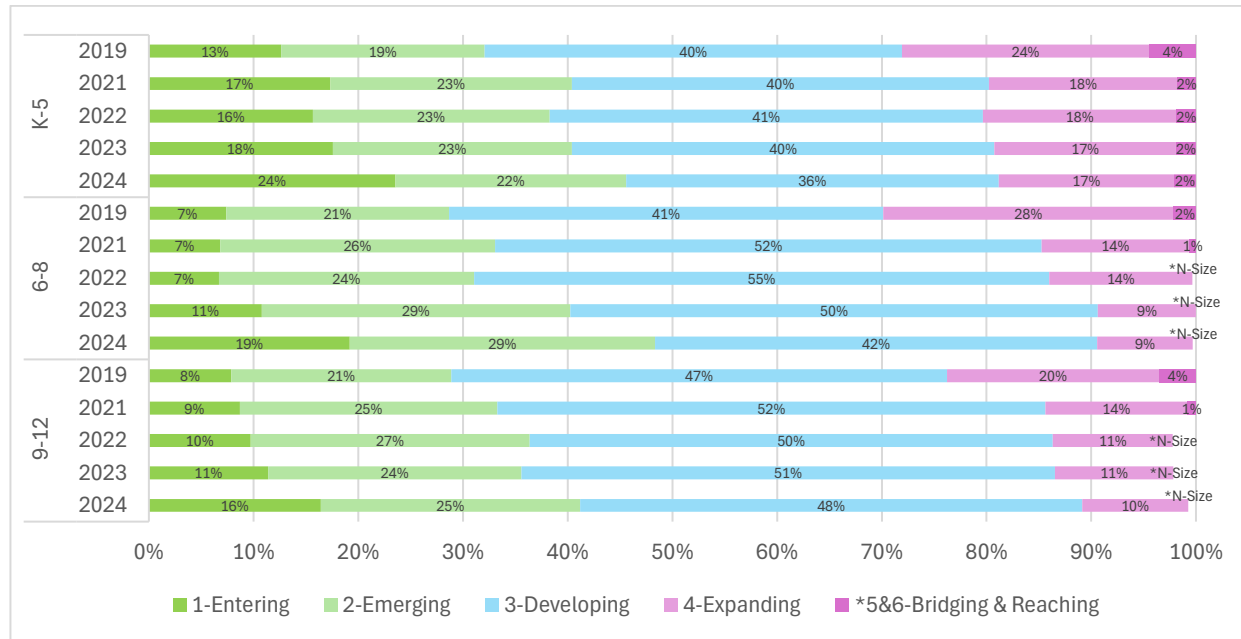


Figure 18: English Learner Performance Level by Grade Band



ELs Attaining English Language Proficiency (EL Reclassification Rate)

ELs reclassify (exit) from a district’s language instruction educational program when an overall composite PL score of ≥ 4.2 , domain scores of ≥ 3.5 in reading, writing, and listening, and a domain score of ≥ 1.0 in speaking, are attained. 9% of participants who completed ACCESS for ELLs in 2024 attained English proficiency and exited their district’s language instruction educational program. The majority of Idaho’s EL population reaches English proficiency in grades 3, 4, or 5.

Figure 19: Percentage of English Learners Existing the English Language Program by Attaining English Language Proficiency

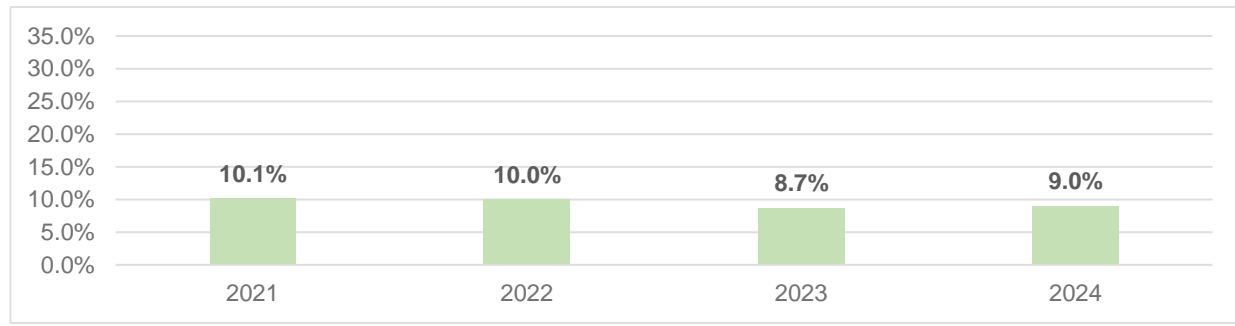
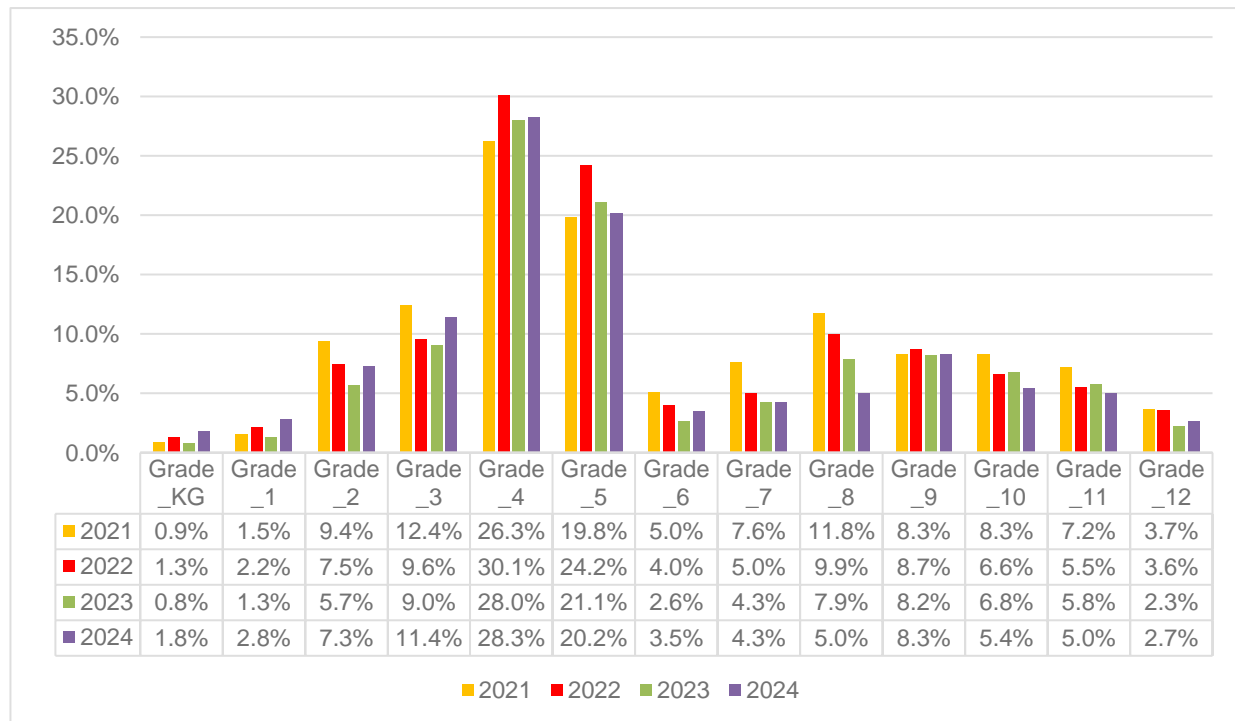


Figure 20: Percentage of English Learners Achieving English Language Proficiency by Grade



ELs Achieving English Language Growth Toward Proficiency

In 2024, 49% of ELs achieved English language growth toward proficiency. This was a 10.1% decrease from the 2022-2023 test administration. The growth toward English proficiency indicator is used to determine whether a student is on-track to exit EL support services within 2-5 years. The number of years allocated to meet proficiency is determined by an EL’s initial ACCESS for ELLs overall composite PL score.

Figure 21: English Learners Achieving English Language Growth Toward English Proficiency Rate

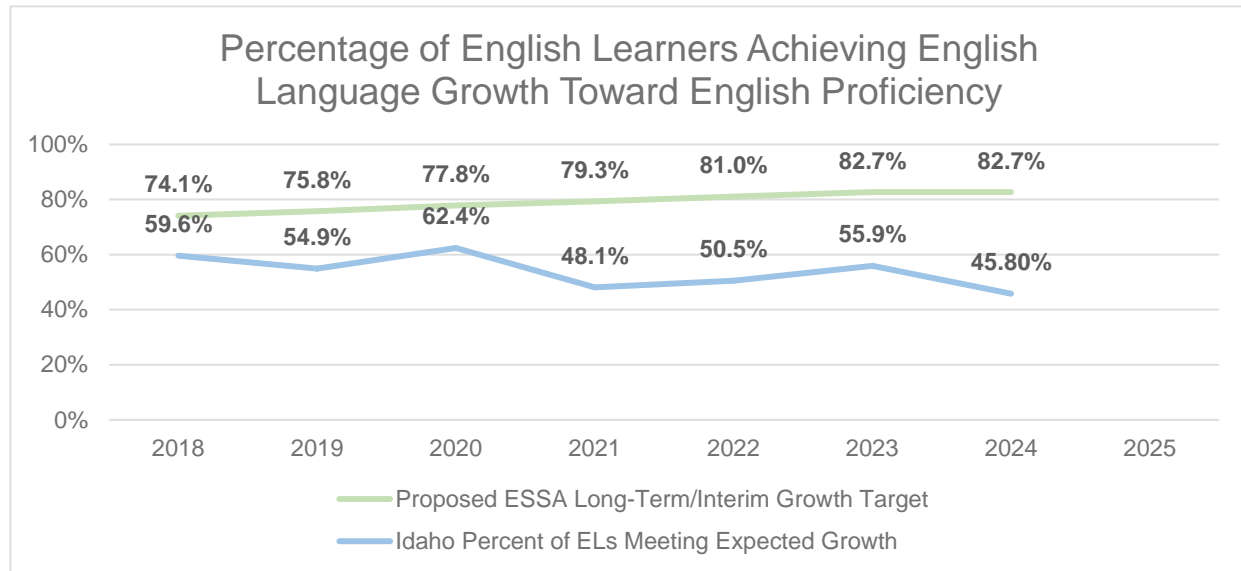
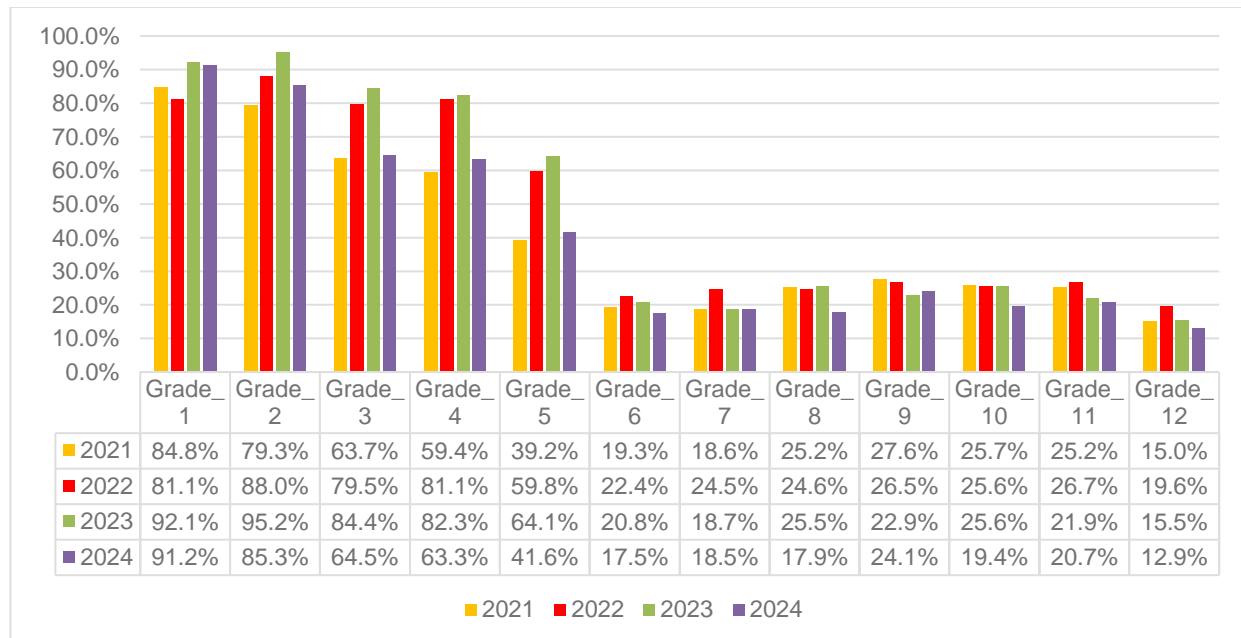


Figure 22: Percentage of English Learners Achieving Growth Toward English Language Proficiency by Grade

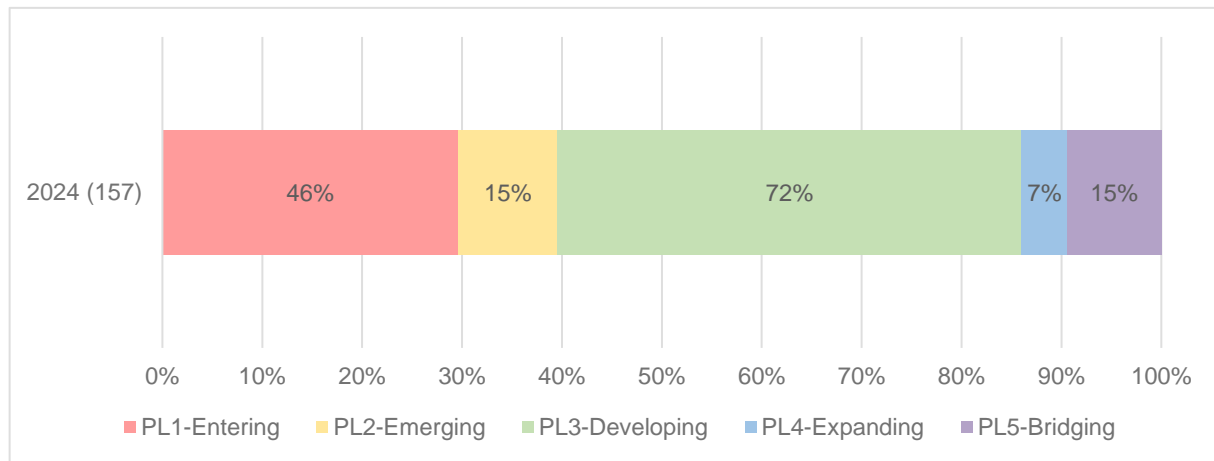


As students transition from primary to secondary education, they face an increased cognitive load due to the shift from a single-teacher classroom to multiple subject-specific classes. This transition requires students to navigate varying instructional styles, academic expectations, and an expanded volume of content across disciplines. The increased linguistic and cognitive demands present in secondary education may explain the decreased rate of ELs attaining growth toward English language proficiency after grade 5.

Alternate ELPA (Alternate ACCESS) Results 2024

The 2023-2024 summative ELPA window opened on January 29, 2024, and closed on March 8, 2024. During the test window, 157 students completed all sections (reading, writing, listening, and speaking) of ACCESS for ELLs. Among the ELs assessed, 13 were in their first year of EL identification (L1), and 46% of L1 students were identified for EL services in kindergarten. The distributions below illustrate the percentage of students scoring at each proficiency level on WIDA Alternate ACCESS in 2024.

Figure 23: WIDA Alternate ACCESS Performance Levels 2024



The main goal of identifying ELs and monitoring the progress toward English language proficiency is executed to ensure that every Idaho public school is providing a quality education to *all* enrolled students, regardless of a child’s first language. Though member states of the WIDA Consortium are provided with some generic professional learning opportunities, the complex nature of the ELP assessments and Idaho laws require continued thoughtful and proactive training on a regular cycle that addresses the spectrum of screening/identification requirements, interpretation requirement of WIDA Screener and ELPA student performance scores, as well as intensive assessment operational and technical assistance. An extensive overview of the English Language Proficiency Assessment (ELPA) is outlined on the Department’s ELPA webpage: <https://www.sde.idaho.gov/assessment/elpa/>.

MATHEMATICS

Idaho students are tested in mathematics using the Idaho Standards Achievement Test (ISAT).

ISAT Math

The Idaho Standards Achievement Test (ISAT) comprises key elements of Idaho’s school accountability system. Students in grades 3-8 and 11 take the ISAT to determine whether they have met the standards for their grade level in Mathematics (Math).¹⁰ These tests are administered from March to May of each year to provide annual monitoring of individual, school, district, and state progress.

The ISAT is a criterion-referenced assessment designed to measure students' proficiency in the Idaho Content Standards. In Math, student performance is reported across multiple levels—individual, class, school, district, and state—and covers various categories, including mathematical concepts and procedures, problem solving and data analysis, and communicating mathematically.

The ISAT in Math comprises two components: a computer-adaptive test and a performance task. The primary objectives of the assessment are:

1. **Evaluation and Accountability:** To measure student achievement and learning growth as part of program evaluation and accountability for schools, districts, and the state.
2. **College and Career Readiness:** To provide valid, reliable, and fair assessments of students' progress toward mastering the knowledge and skills necessary for college and career readiness.
3. **In-Depth Demonstration of Skills:** To maximize students’ ability to showcase their full knowledge and skills by utilizing the advantages of computer-adaptive testing.

These summative assessments are a critical part of the statewide comprehensive assessment system, as outlined in IDAPA 08.02.03.111.06.

Students with disabilities can participate in the statewide comprehensive ISAT assessment system in one of three ways. They can take the:

¹⁰ School Year 2021-22 is the last year in which students took the Summative ELA and Math ISAT assessment in 10th grade. Starting in School Year 2022-23, high school students took the ELA, Math, and Science ISAT assessments in 11th grade. However, students may take the Math or ELA assessments in 10th grade, or rarely 9th grade, after completing instruction on all high school standards.

- general assessment without accommodations,
- general assessment with accommodations, or
- Idaho Alternate Assessment (IDAA) for students who qualify.

The Idaho Alternate Assessment (IDAA) is the alternate assessment option under the ISAT assessment system. It is intended for students with the most significant cognitive disabilities who meet specific participation criteria. They represent about 1% of the total student population, and their Individual-Education-Program (IEP) team determines if they qualify for the IDAA based on the participation criteria.

This document adopts the shorthand of referring to findings from the Idaho Standards Achievement Test as ISAT findings, even though they are formally ISAT/IDAA findings, because they include IDAA test results, unless otherwise indicated.

Data Considerations

The Idaho State Board of Education developed adjusted (shortened) blueprints in 2020. The shortened blueprint has 50% fewer computer adaptive items in each claim area compared to the original full (long) blueprint. The shortened blueprint still covers all content standards, and results are comparable. Although combined claim scores were in development, the shortened blueprint did not offer claim-level scores in 2020-21 or 2021-22. Idaho used the shortened blueprint in the 2020-21 and 2021-22 school years. Idaho returned to the full-length blueprint in the 2022-23 school year.

For school year 2023-24 and beyond, the Department decided to return to the shortened form of the ISAT blueprint based on input from LEAs and the Idaho State Board of Education. Combined claim level scores became available for the shortened blueprint in 2023-24.

ISAT results are reported as scale scores, which are divided into four achievement levels: Level 1 (Below Basic), Level 2 (Basic), Level 3 (Proficient), and Level 4 (Advanced). Scores in the Proficient (Level 3) and Advanced (Level 4) categories indicate that a student is meeting grade-level expectations for proficiency. The graphs below illustrate the performance of students in grades 3–8 and high school (grade 10 through 2022, and grades 10 and 11 starting in 2023) across the four achievement levels.

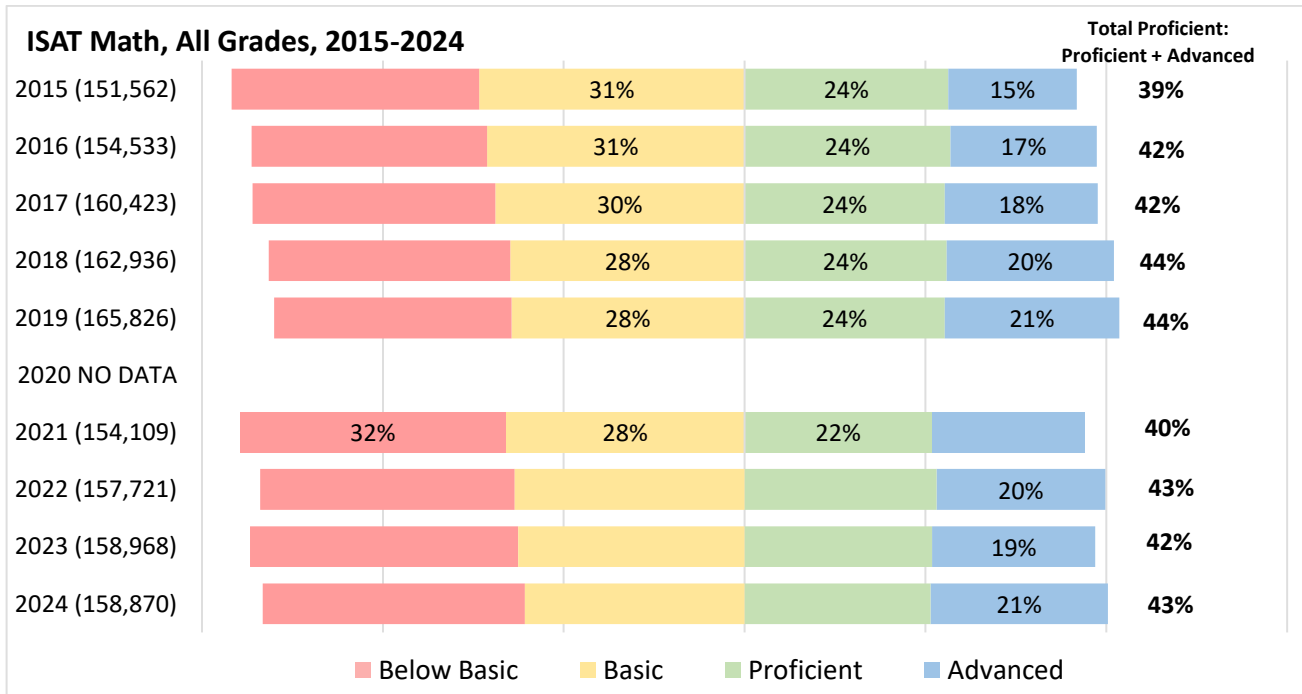
As of 2023, the high school ISAT was taken in Grade 11 and evaluated against all high school standards. Two other features were added: (1) students could use a “banked” ISAT score from a prior high school year’s test, usually a Grade-10 test, rather than re-take the test in Grade 11; and (2) Grade 9 or 10 students could take the Grade-11 ISAT for banking, if they had received

instruction on all relevant Idaho Content Standards in that subject. Please see [Accountability Business Rules](#) for details.

The graphs below display student data from before and after 2020, highlighting the impact of COVID-19, which disrupted instruction and halted assessments. Some graphs span multiple years, while others, due to space constraints, focus on recent years but include the 2018-2019 school year for a pre- and post-pandemic comparison.

ISAT Math Performance, All Grades

Figure 24: ISAT Math Performance, All Grades, School Years 2015-2024*

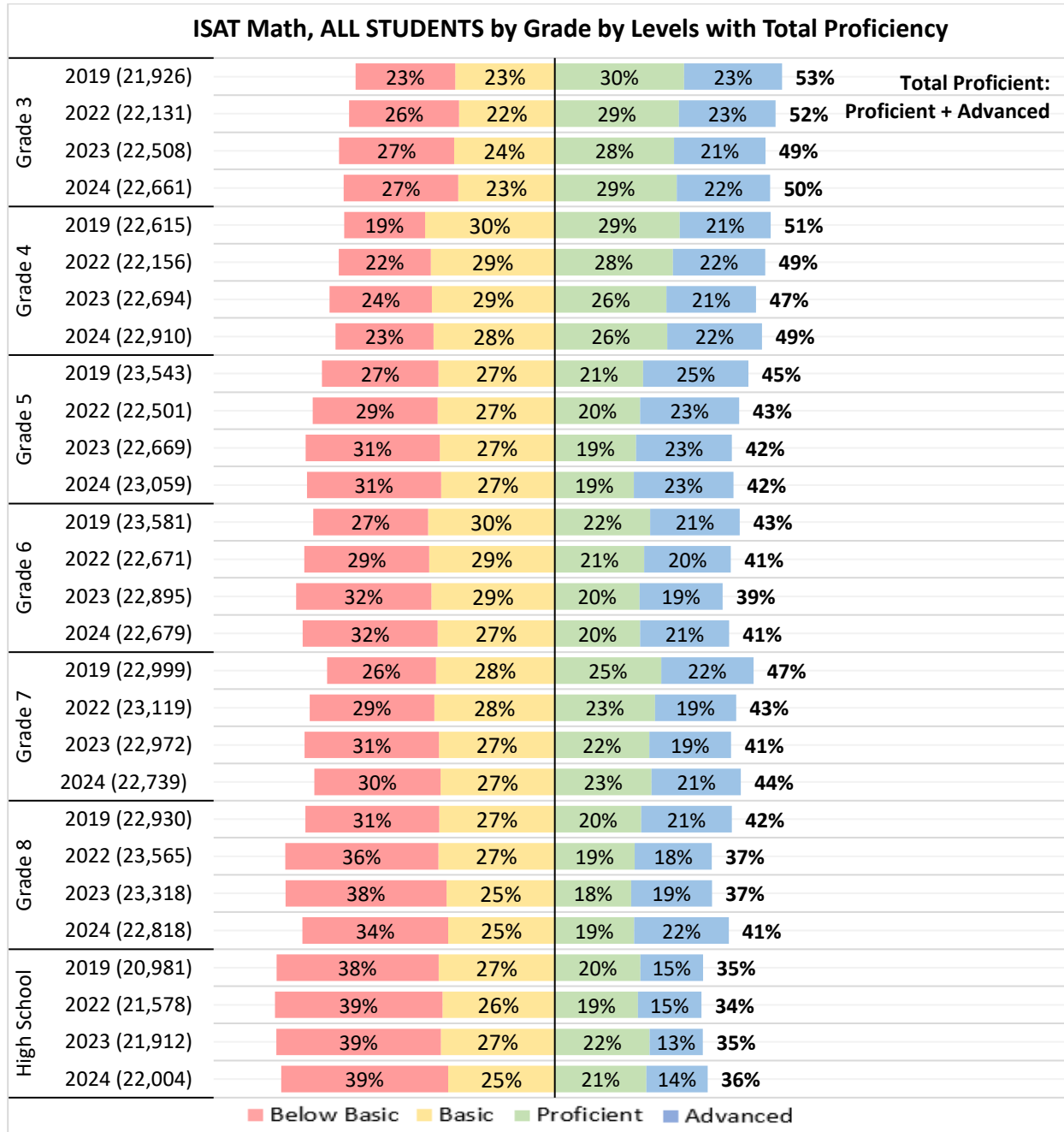


Note. Data are not available in 2019-20 because of COVID-related lapses in test-taking.

** The 2021, 2022, and 2024 ISAT used the shortened blueprint.*

ISAT Math Performance by Grade

Figure 25: ISAT Math Performance by Grade School Years 2019, 2022*, 2023, and 2024*



**The 2022 and 2024 ISATs used the shortened blueprint*

Figure 26: ISAT Math Performance for 2019 and 2021-2024 by Graduating Class

ISAT Math, ALL STUDENTS by Graduating Class							
Class of 2028	3rd Grade in 2019	23%	23%	22%	38%	53%	Total Proficient: Proficient + Advanced
	5th Grade in 2021	31%	29%	19%	21%	40%	
	6th Grade in 2022	29%	29%	21%	20%	41%	
	7th Grade in 2023	31%	27%	22%	19%	41%	
	8th Grade in 2024	34%	25%	19%	22%	41%	
Class of 2027	4th Grade in 2019	19%	30%	26%	24%	51%	
	6th Grade in 2021	32%	30%	20%	17%	37%	
	7th Grade in 2022	29%	28%	23%	19%	43%	
	8th Grade in 2023	38%	25%	18%	19%	37%	
	9th Grade in 2024	Grade	Level	Not	Tested		
Class of 2026	5th Grade in 2019	27%	27%	24%	22%	45%	
	7th Grade in 2021	31%	29%	23%	18%	41%	
	8th Grade in 2022	36%	27%	19%	18%	37%	
	9th Grade in 2023	Grade	Level	Not	Tested		
	10th Grade in 2024	Grade	Level	Not	Tested		
Class of 2025	6th Grade in 2019	27%	30%	20%	18%	43%	
	8th Grade in 2021	36%	27%	19%	18%	37%	
	9th Grade 2022	Grade	Level	Not	Tested		
	10th Grade 2023	Grade	Level	Not	Tested		
	11th Grade in 2024	39%	25%	21%	14%	36%	
Class of 2024	7th Grade in 2019	26%	28%	17%	9%	47%	
	9th Grade 2021	Grade	Level	Not	Tested		
	10th Grade 2022	39%	26%	19%	15%	34%	
	11th Grade in 2023	39%	27%	22%	13%	35%	
	12th Grade 2024	Grade	Level	Not	Tested		
Class of 2023	8th Grade in 2019	31%	27%	14%	8%	42%	
	10th Grade 2021	39%	28%	19%	14%	34%	
	11th Grade 2022	Grade	Level	Not	Tested		
	12th Grade 2023	Grade	Level	Not	Tested		
Class of 2022	9th Grade in 2019	Grade	Level	Not	Tested		
	11th Grade 2021	Grade	Level	Not	Tested		
	12th Grade 2022	Grade	Level	Not	Tested		

■ Below Basic
 ■ Basic
 ■ Proficient
 ■ Advanced

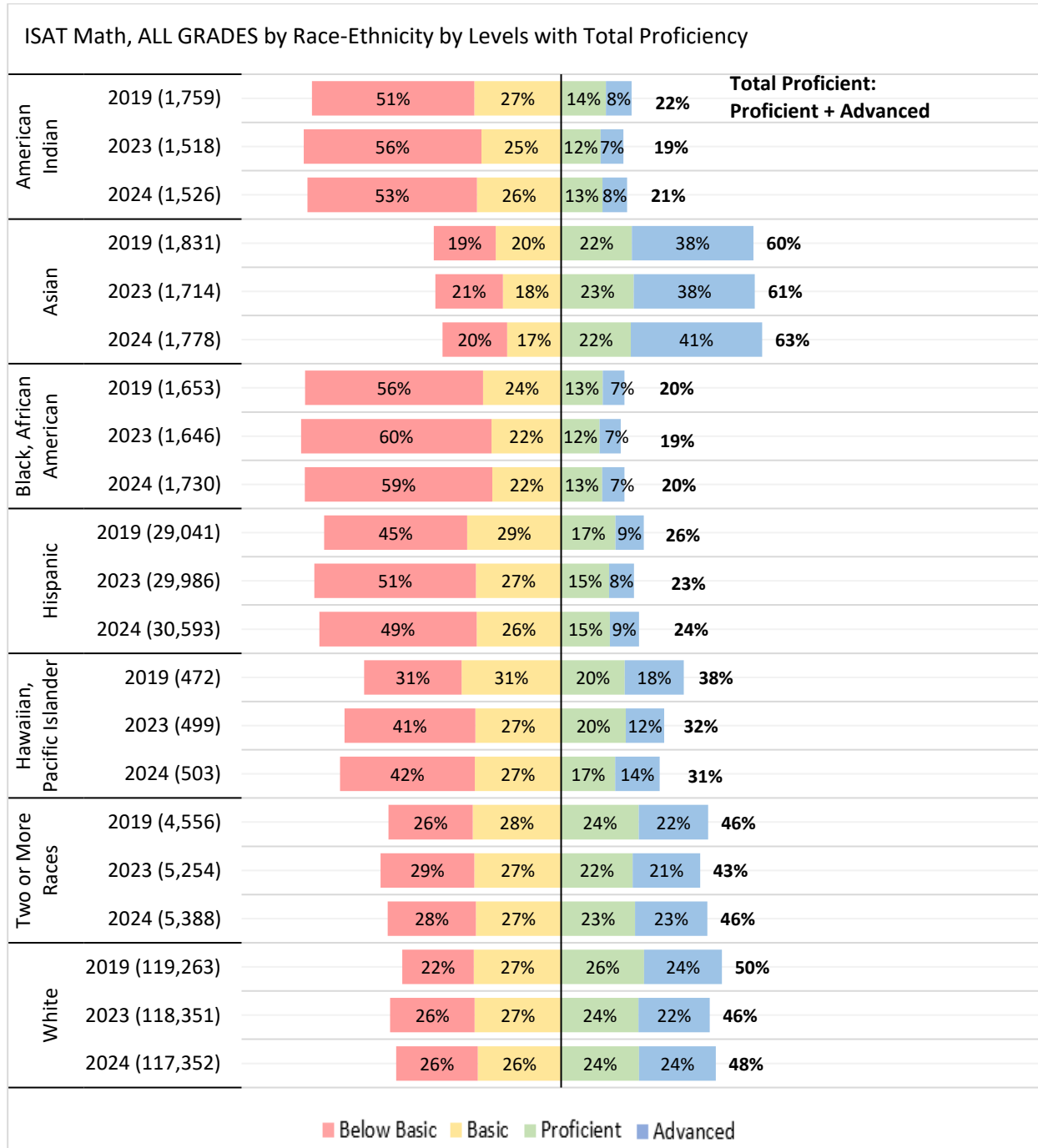
Note- Data are not available in 2020 because of COVID-related lapses in test-taking.

* The 2022 and 2024 ISAT were on the shortened blueprint.

* Students test in grades 3-8 and high school. Starting in Spring 2023, the tested high school grade shifted from 10th to 11th grade.

ISAT Math Performance by Race-Ethnicity

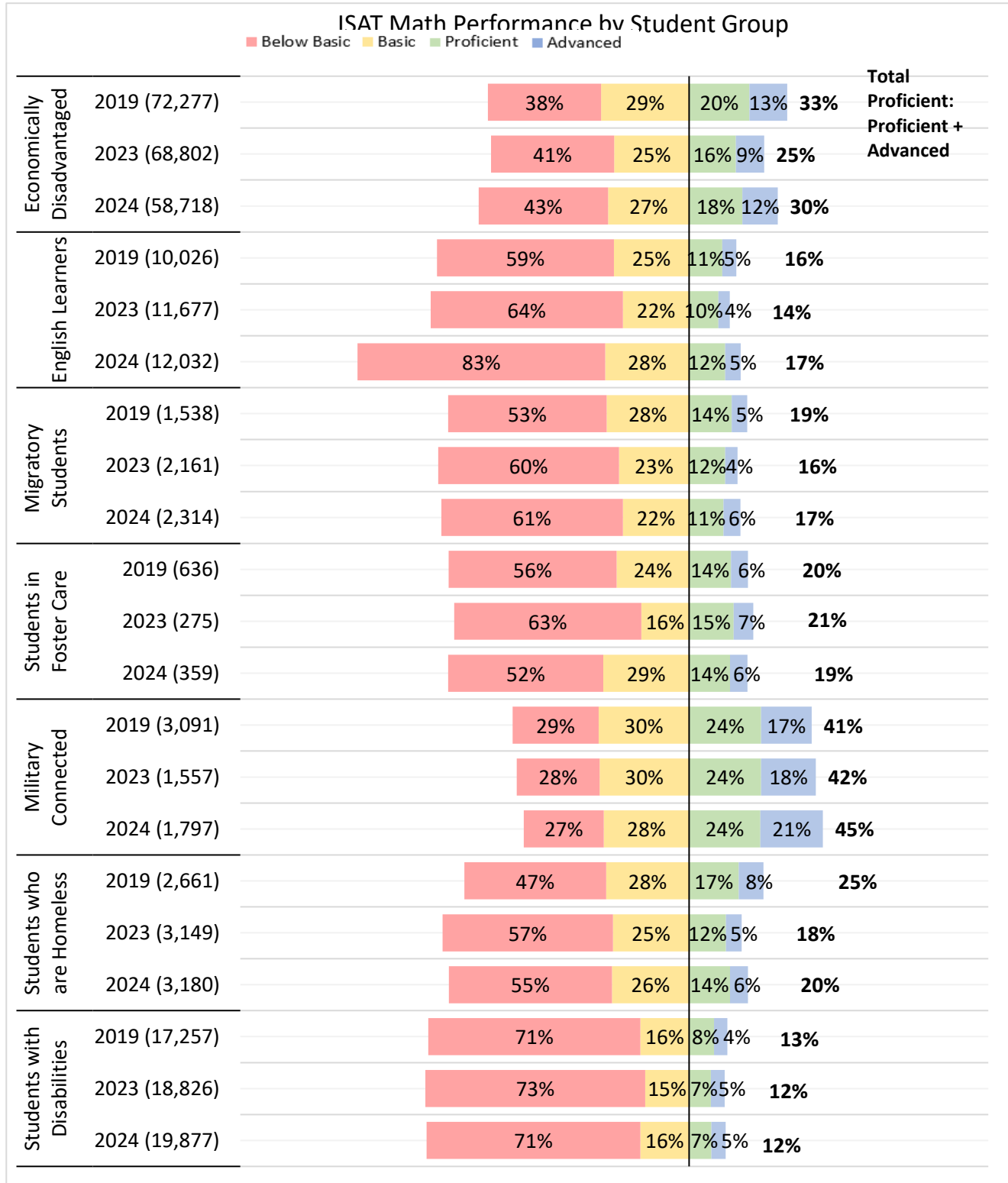
Figure 27: ISAT Math Performance by Race-Ethnicity School Years 2019, 2023*, and 2024*



**The 2023 and 2024 ISAT used the shortened blueprint.*

ISAT Math Performance by Student Group

Figure 28: ISAT Math Performance by Student Group, School Years 2019, 2023*, and 2024*



*The 2023 and 2024 ISAT used the shortened blueprint.

Longitudinal Review of ISAT Math Performance

The cohort analyses and graphs for 2023-24 were generated following the same process as the cohort analysis in 2022-23. Data were taken from all attempted summative tests with claim scores in Idaho going back to the first year of Smarter Balanced summative testing, 2014-2015. Any students who took two mathematics summative tests in one school year or who repeated a grade across school years were then removed from the dataset. Test scores for individual students were linked across years using the student RTS key variable.

The different cohorts for Math were then formed separately by selecting all students who had summative tests for the corresponding grade in each year according to the cohort plan in Table 1.

Table 1: Cohort Test Grades and Years for 2023-2024 Analysis

Grade 11 Cohort		Grade 7 Cohort	
Test Grade	Year	Test Grade	Year
11	2024	7	2024
10*	2023*	6	2023
9**	2022**	5	2022
8	2021	4	2021
7+	2020+	3+	2020+
6	2019		
5	2018		
4	2017		
3	2016		

Notes:

** Grade 10 results for 2023 are unavailable because the grade 10 tests were not administered due to the change in the accountability grade in high school.*

*** Grade 9 results from 2022 were excluded because testing was optional, and not all grade 9 students participated.*

+ There was no testing in 2020 due to the COVID-19 pandemic.

For each of the two cohorts, the same analysis was performed:

1. Calculate the average overall and average claim scores for each year.
2. Calculate the merge rate for each cohort for each year as the number of students in the cohort divided by that year's total sample size for the grade.

The plot formatting remained consistent with the previous year, following the instructions provided by SDE. A total of three plots were generated:

1. Math: The graph with overall scale score, claim scores, and proficient cut for Grade 7 cohort.
2. Math: The graph with overall scale score, claim scores, and proficient cut for Grade 11 cohort.
3. Math: The graph with overall scale score and proficient cut for Grade 7 and 11 cohorts (no claim scores). This graph includes three lines: two overall score lines for the two cohorts and one proficient cut line.

ISAT Math Longitudinal Analysis – Two Cohorts Compared to Proficiency Cut Score

Figure 29: ISAT Math Longitudinal Analysis – 2024 Grade 7 & 8 Cohorts

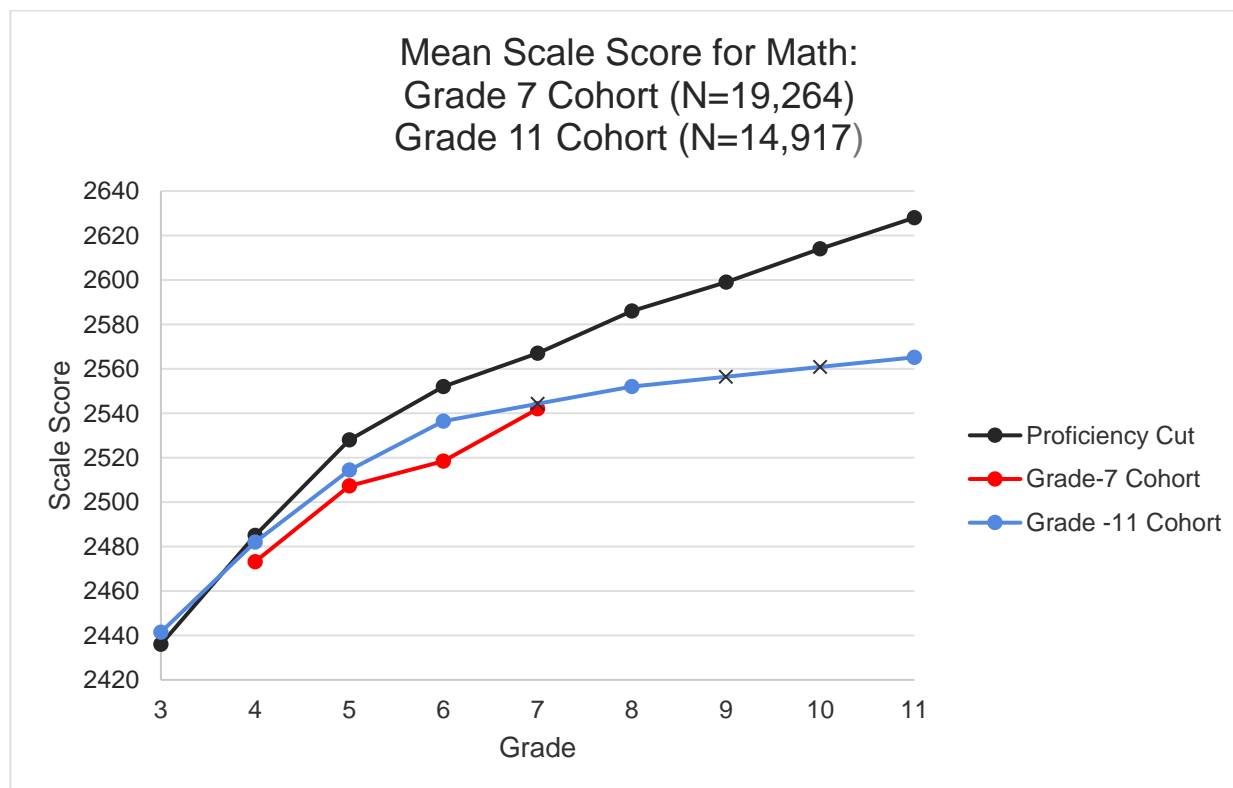


Figure 30: ISAT Math Mean Scale Score by Claim, Grade 7 Cohort

Note: ISAT Claims in math are categorized as:

Claim 1: Concepts and Procedures

Claim 2 and 4: Problem Solving and Modeling and Data Analysis

Claim 3: Communicating Reasoning

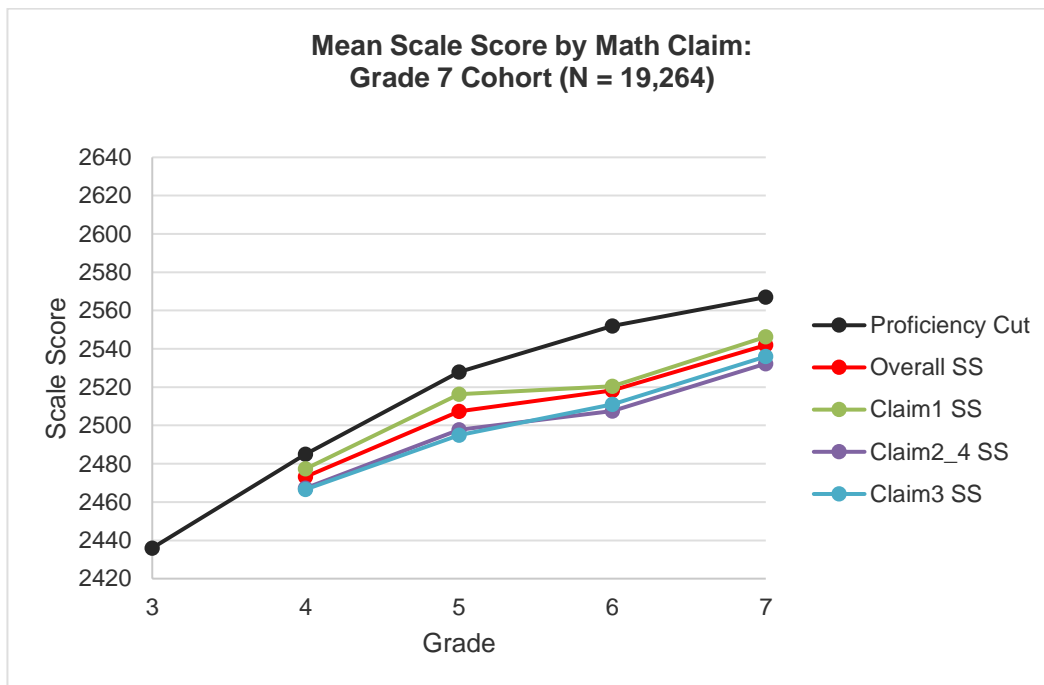
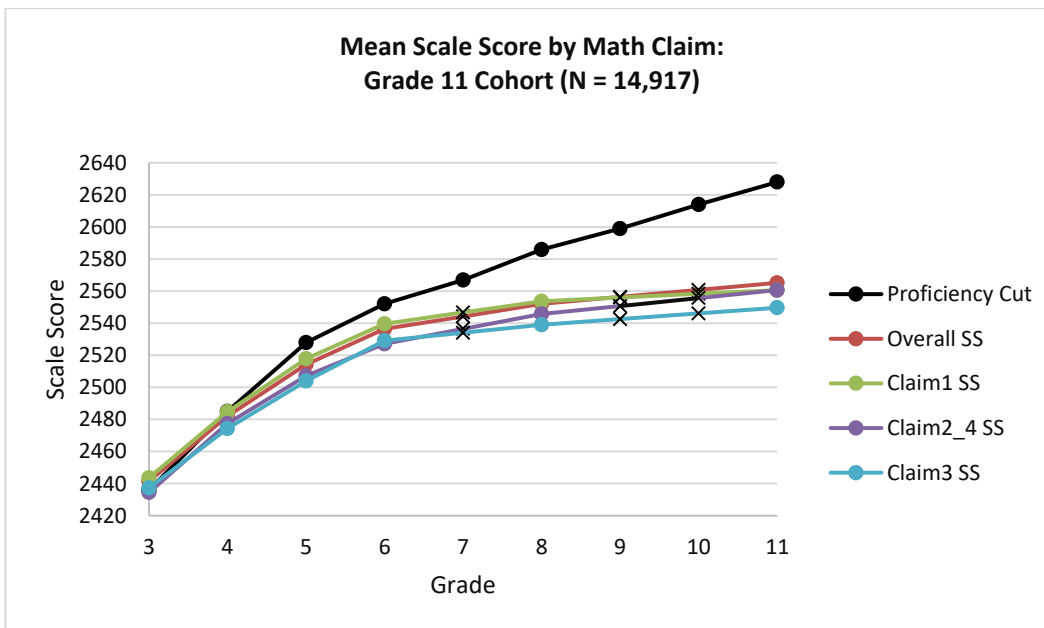


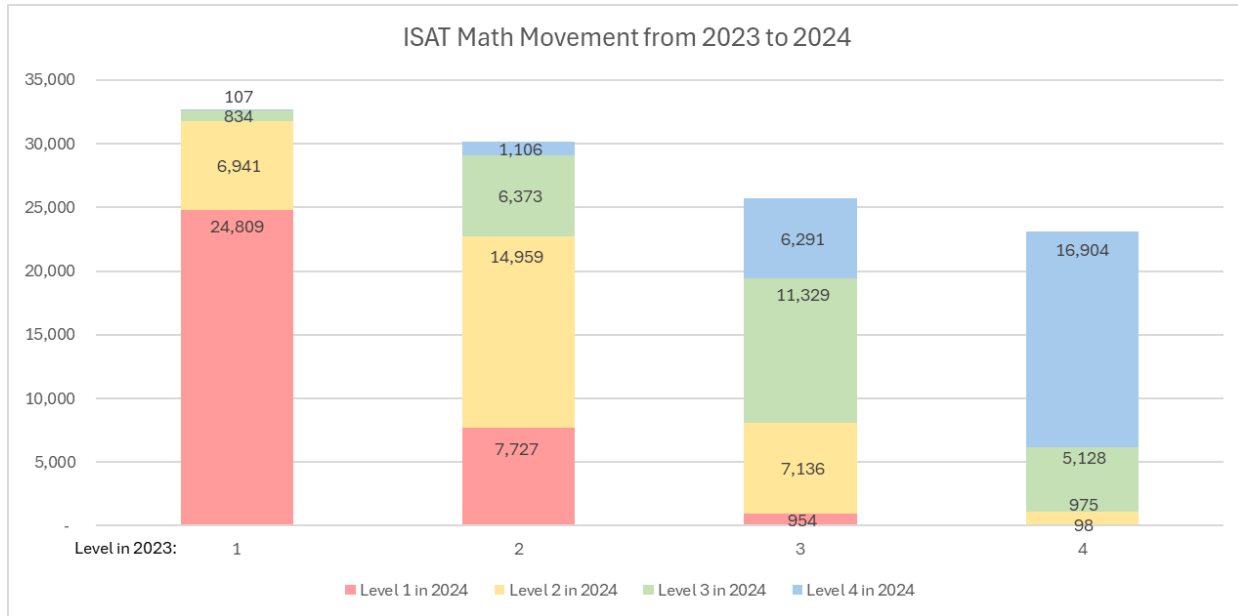
Figure 31: ISAT Math Mean Scale Score by Claim, Grade 11 Cohort



ISAT Math – How Much Did Idaho Students Move Across Proficiency Levels?

Of the 111,676 students that took the Math portion of the ISAT in 2023 and 2024, 19.7% had a worse proficiency level in 2024. 60.9% remained at the same level, with 19.4% improving.

Figure 32: ISAT Math Mean Scale Score by Claim, Grade 7 Cohort



HIGH SCHOOL GRADUATION RATES AND GO-ON RATES

Idaho students’ rates of graduation and going on to post-secondary education appear in this section.

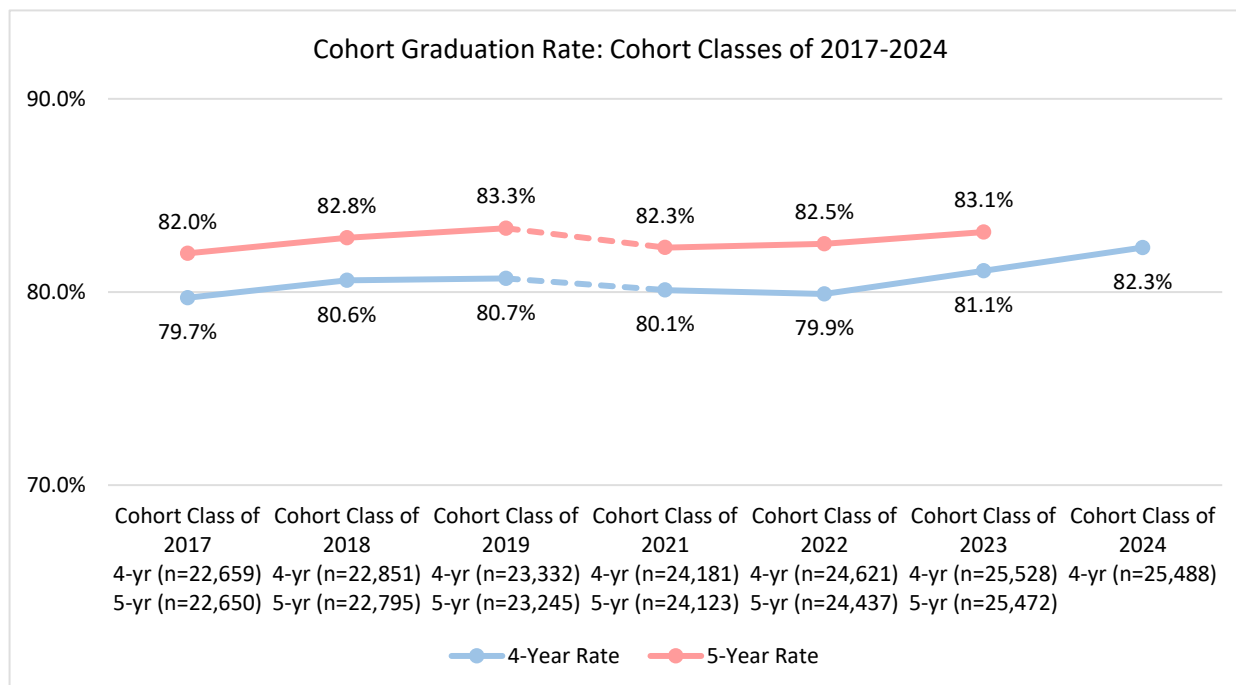
Graduation Rate

We report graduation rate in two measures: the proportion graduating within four years of entering 9th grade (4-year Graduation Rate) and the proportion graduating within five years of entering 9th grade (5-year Graduation Rate). The 5-year rate is typically higher, because it includes all students who graduated in four years, plus those requiring an additional year to complete their high school requirements. Both include students who were enrolled in an Idaho school from their 9th grade onward, and any who moved into Idaho at some time during their high school years. The two counts appearing below each point on the graph are the 4- and 5-year cohort counts. The two may differ if students moved into or out of Idaho’s public-school system in their fifth year.

Cohort Graduation Rate: Cohort Classes of 2017–2024

In 2024, 82.3% of Idaho’s high school students graduated in four years. As seen in Figure 33: 4-year and 5-year Graduation Rates per Cohort

Figure 33: 4-year and 5-year Graduation Rates per Cohort



Note: The Cohort Class of 2020 has been excluded, as graduation requirements were modified due to pandemic closures.

Cohort Graduation Rate: Cohort Class of 2024

Figure 34: 4-Year Cohort Graduation Rate by Race/Ethnicity

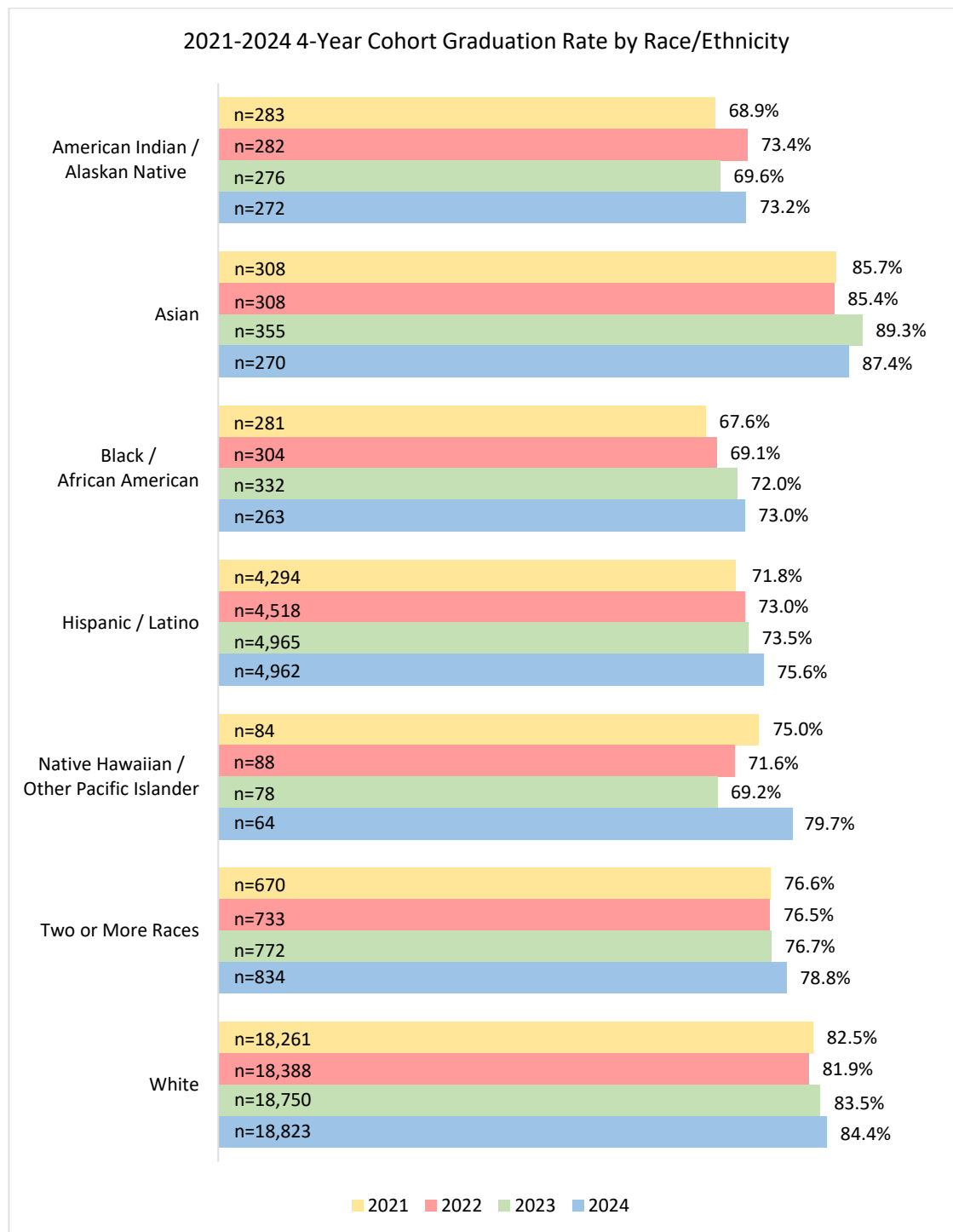
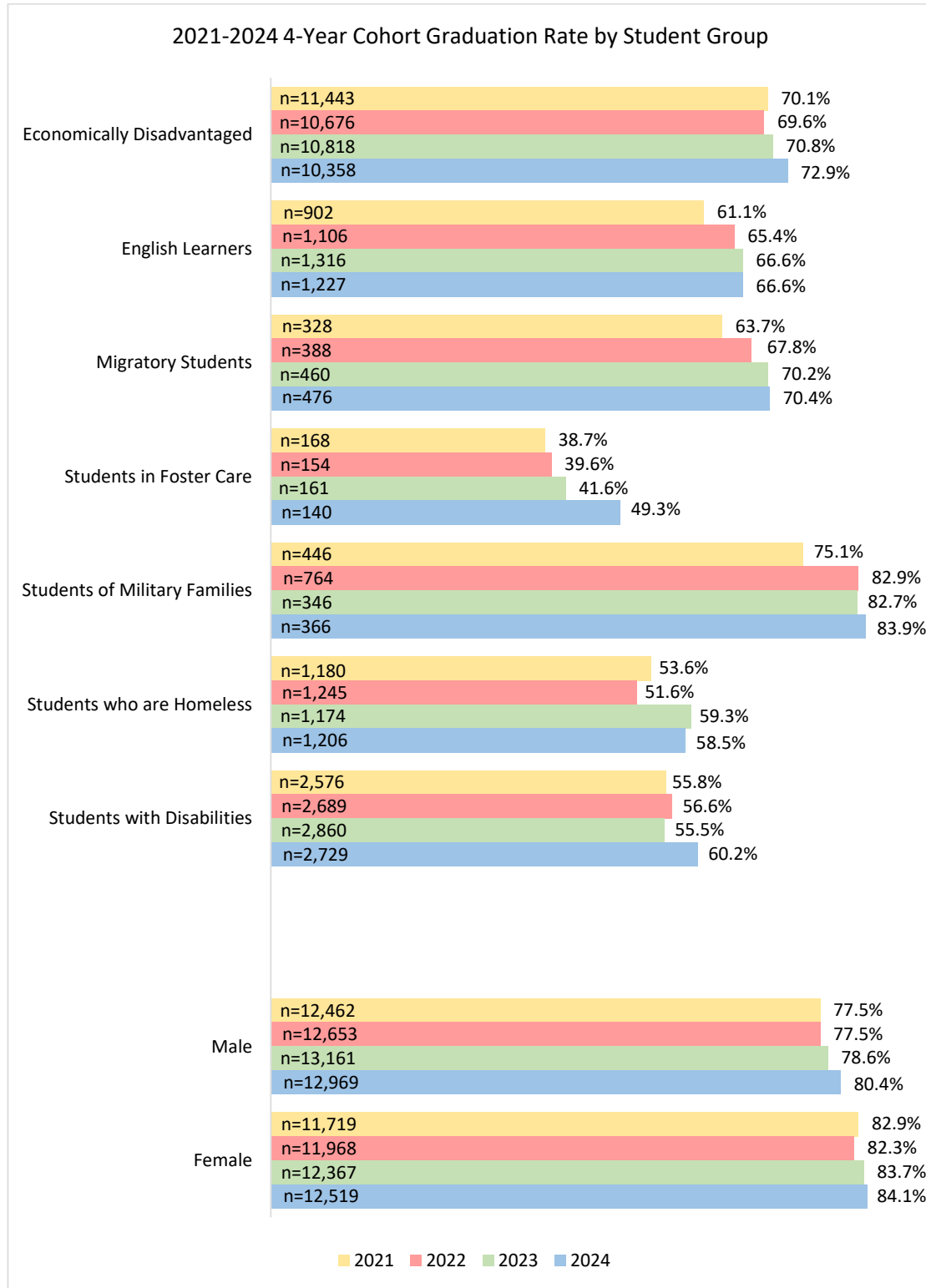


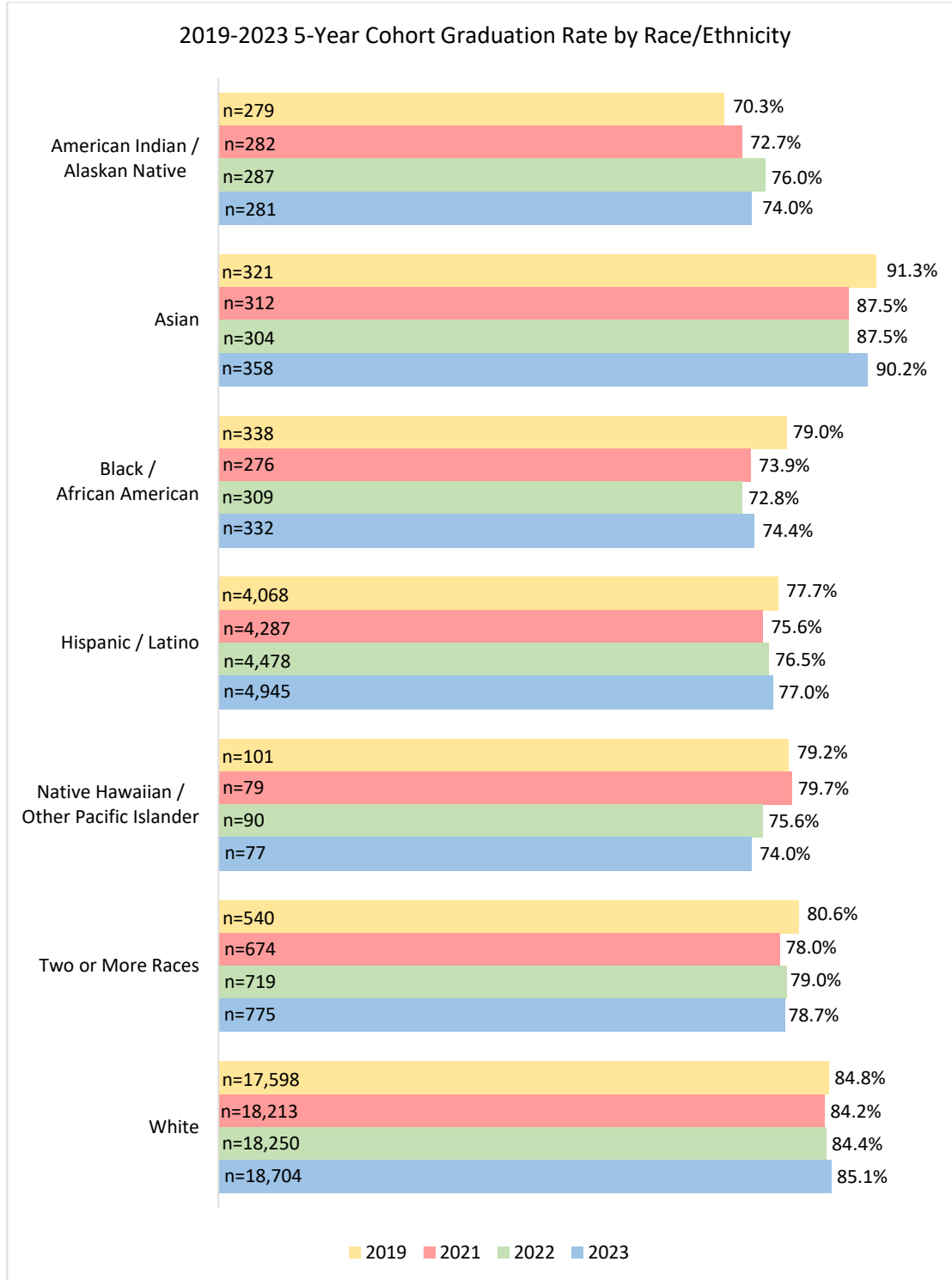
Figure 35: 4-Year Cohort Graduation Rate by Student Group



Note: The criteria for identifying English Learners changed in 2020, making prior years' rates incomparable to those following the change.

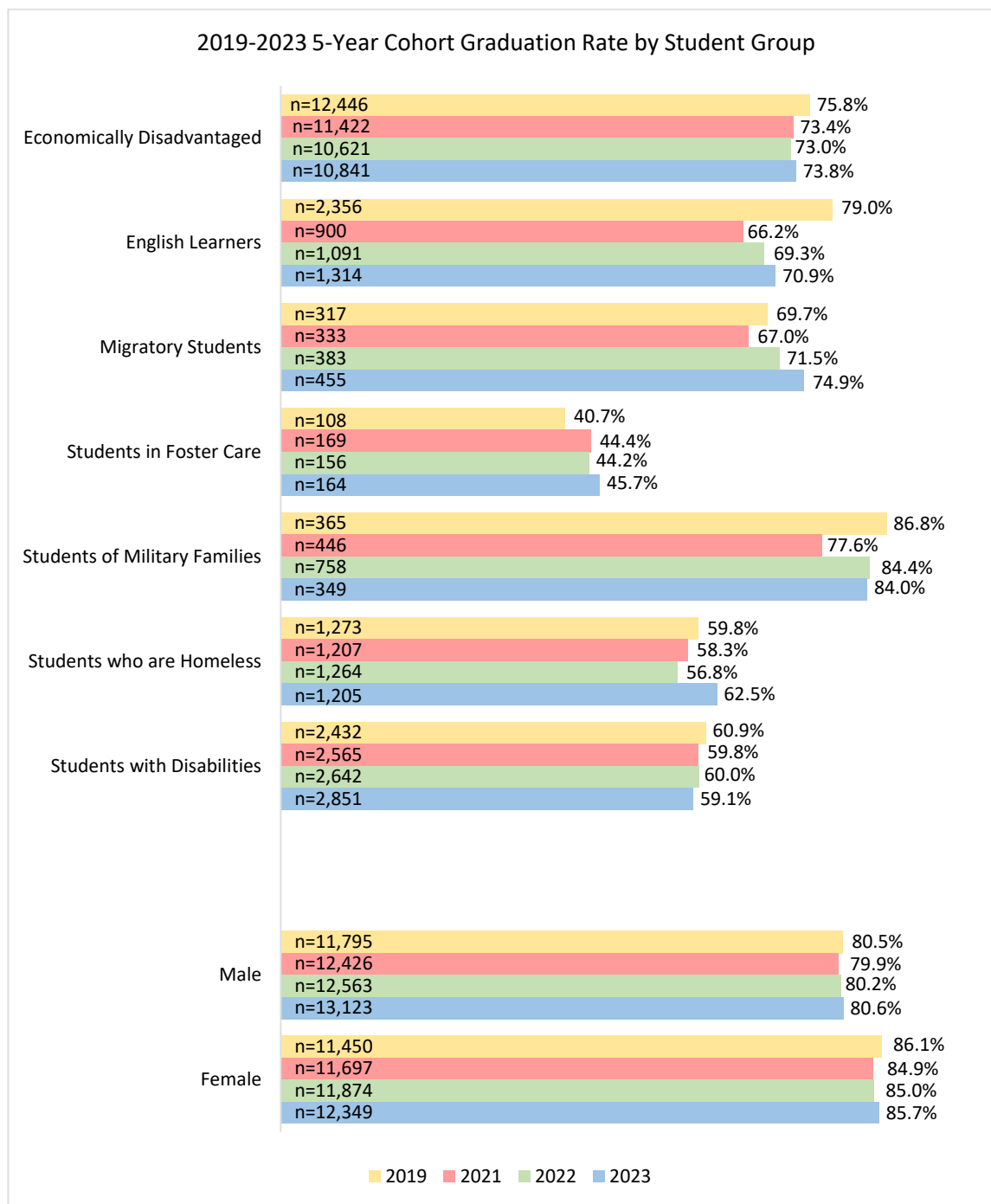
Cohort Graduation Rate: Cohort Class of 2023

Figure 36: 5-Year Cohort Graduation Rate by Race/Ethnicity



Note: The Cohort Class of 2020 has been excluded, as graduation requirements were modified due to pandemic closures.

Figure 37: 5-Year Cohort Graduation Rate by Student Group



Note: The criteria for identifying English Learners changed in 2020, making prior years' rates incomparable to those following the change.

Note: The Cohort Class of 2020 has been excluded, as graduation requirements were modified due to pandemic closures.

Go On Rates

Idaho’s Go On rates provided in this section reflect the percentage of high school graduates who pursue post-secondary education within one or three years of graduation. Go on status is counted based on the student’s graduation year (not on the graduation cohort, which drives the calculation of graduation rates). The denominators used to calculate go on rates include all students who graduated in the spring or summer of the academic year. For instance, the “2022-23 grads” cohort includes all students who graduated in the spring or summer of that academic year (i.e. spring or summer 2023). The rate is then reported for that cohort of students, indicating who pursued higher education within one year of graduating. The 3 year go on rates maintain the same graduating class but consider the percentage that enrolled in post-secondary education within three years of graduating.

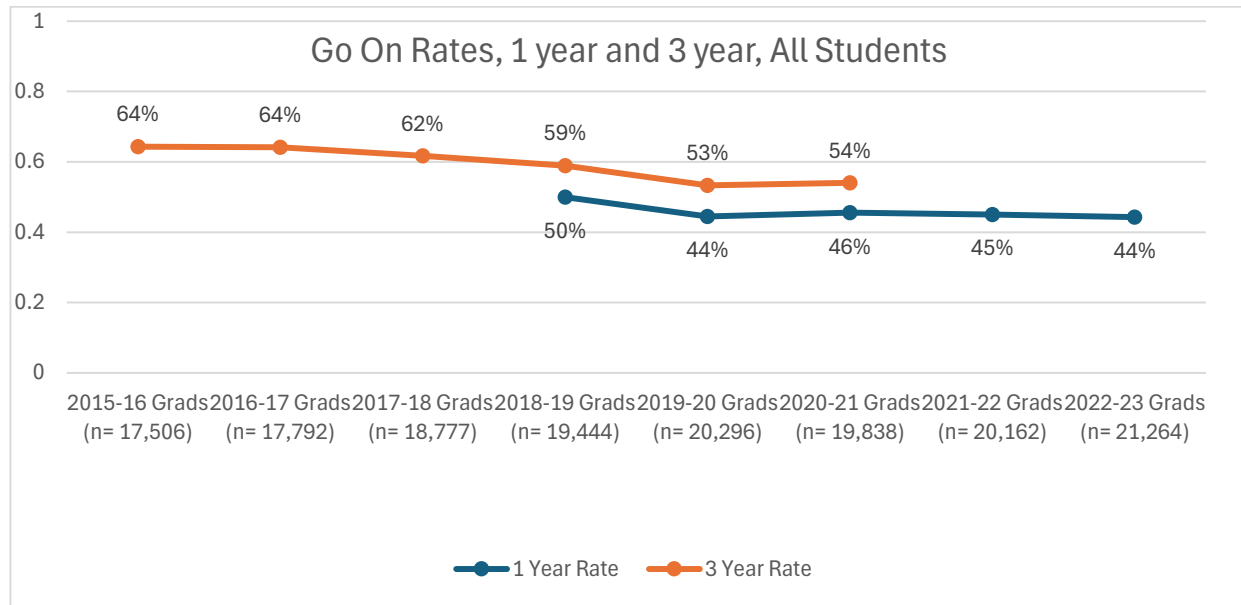
Idaho’s Office of the State Board of Education (OSBE) provided the go on rates data, which it now terms “college-going” data. Counted in these data are Idaho high-school graduates taking courses at any 4-year or 2-year institution of learning beyond high school, whether the student is pursuing a certificate, a degree, or is just taking courses. Also counted are training or job-preparation programs, such as cosmetology and barber training, massage, and other trades training that appear in the available data sources.

The two data sources OSBE consults are (1) the eight Idaho public, post-secondary institutions; and (2) the National Student Clearinghouse (NSC)¹¹, which receives data from institutions nationwide that accept federal financial aid. Some known post-secondary programs and program types are not included in these reported rates because they do not appear in either source, e.g., Career Technical Education badges, Northwest Lineman, U.S. military, apprenticeship programs except those linked to the reported institutions, and some small training programs, e.g., for cosmetology, massage, barber.¹²

¹¹ National Student Clearinghouse: <https://www.studentclearinghouse.org/>

¹² Included in the rate calculation are students attending all Idaho public, post-secondary institutions, and all students attending any institutions listed in the National Student Clearinghouse (NSC). These Idaho schools appeared in the NSC counts last year: Apollo College, Boise State University, Brigham Young University – Idaho, Broadview University, College America - Stevens Henager, College of Eastern Idaho, College of Southern Idaho, College of Western Idaho, Idaho State University, ITT Technical Institute – Boise, Lewis-Clark State College, North Idaho College, Northwest Nazarene University, Stevens-Henager College, Stevens-Henager College Nampa, The College of Idaho, University of Idaho. In addition, in a typical year, Idaho graduates attend post-secondary institutions in about every state in the USA. The full list is available from OSBE-Research on request.

Figure 38: 1 Year and 3 Year Go On Rates, All Students



1-Year Go-On Rate

Figure 39: 1-Year Go-On Rates by Race/Ethnicity and Graduation Cohort

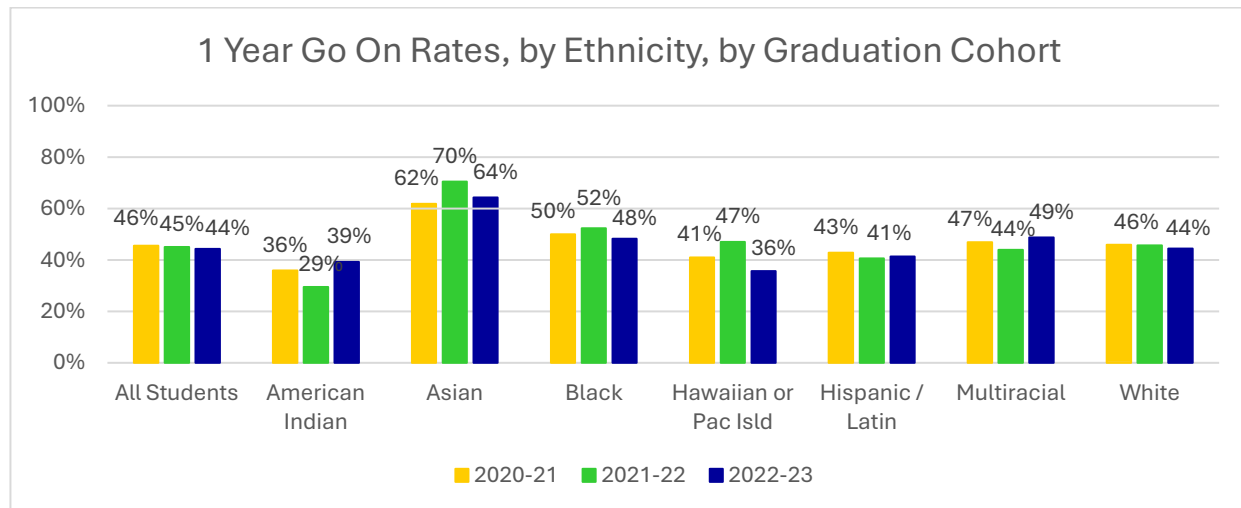
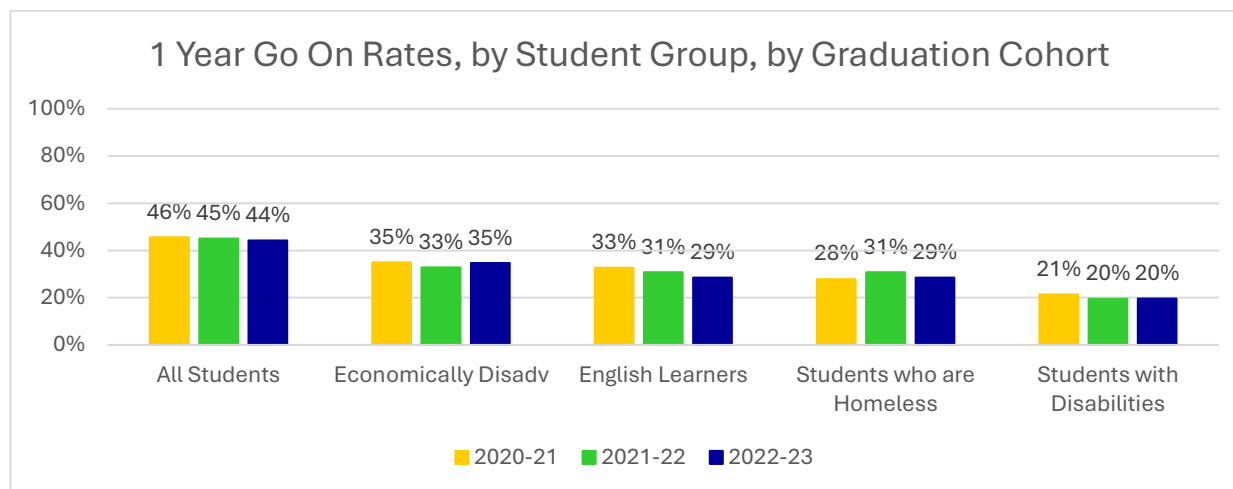


Figure 40: 1-Year Go-On Rates by Student Groups



3-Year Go-On Rates

Figure 41: 3-Year Go-On Rates by Race/Ethnicity and Graduation Cohort

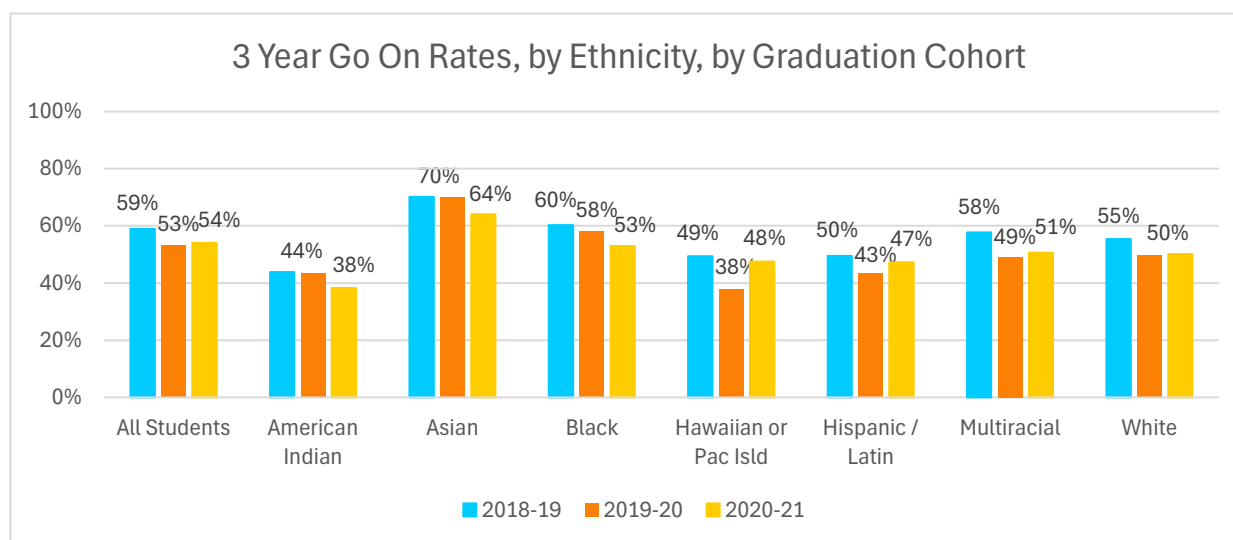
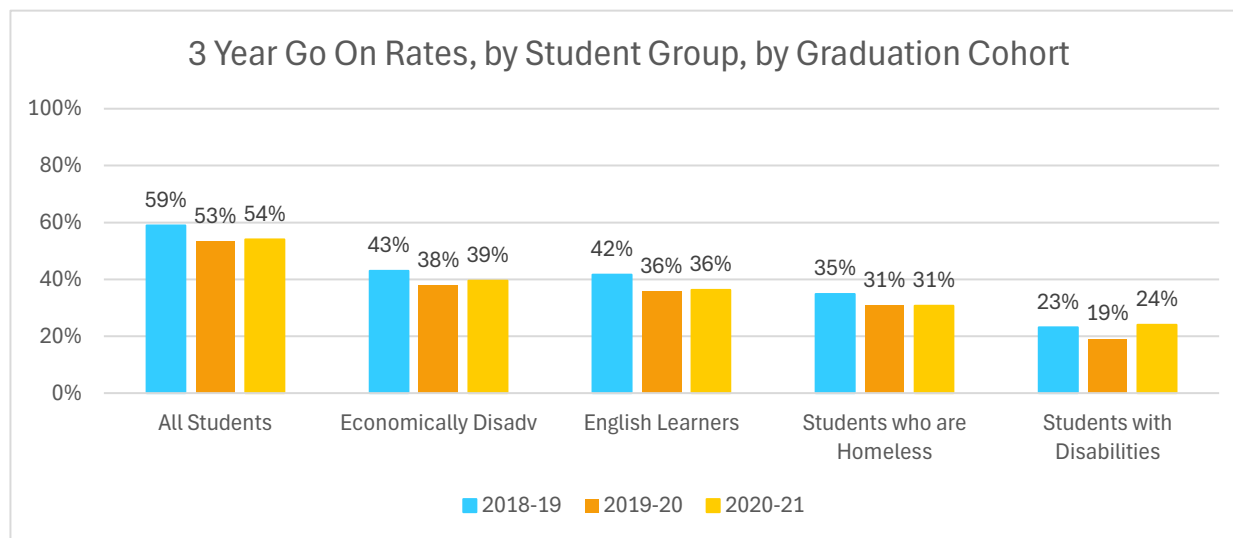


Figure 42: 3-Year Go-On Rates by Student Groups and Class Cohort



ATTENDANCE AND CHRONIC ABSENTEEISM

The State Department of Education reports on two indices of student attendance or absenteeism.

Chronic Absenteeism Flag. This measure became part of our accountability system this year, replacing student engagement as part of the identification of schools as high-performing or in need of additional assistance.

Idaho districts and charter schools report if a student is “Chronically Absent” via ISEE, creating a Chronic Absenteeism flag on the student’s record. The presence of the flag indicates that the student was enrolled in the base school for at least 10 school days at any time during the school year, and missed at least 10% of the total school days in which she or he was enrolled at that school. This is reported for grades K-12 upon students’ exit from the school. Students are considered absent when they miss more than 50% of a school day for any reason. The State Department of Education stores the attribute as reported by the districts and charter schools and does not validate it against the Proportion of Days in Attendance measure reported here and explained below. At the request of the AOC, this document reports the second measure – proportion of days in attendance – instead of SDE’s accountability measure, chronic absenteeism.

Proportion Attendance Category. For this report, we categorized and analyzed the proportion of reported days a student is in attendance during the school year among all students identified in the official accountability roster of students in attendance in an Idaho school on the first Friday in May.

Proportion of Days Reported Positive Attendance = Numerator /Denominator, WHERE:

- Denominator = total number of reported instructional days, at the enrolled school, for the entire year.
- Numerator = total number of instructional days of positive reported attendance for at least 1 hour, at the enrolled school, for the entire school year.

We analyzed those percentages using 10-percentage-point categories from 100% down to 60%. Finding little difference among the relatively few students in the lowest categories below 71%, we decreased to three categories:

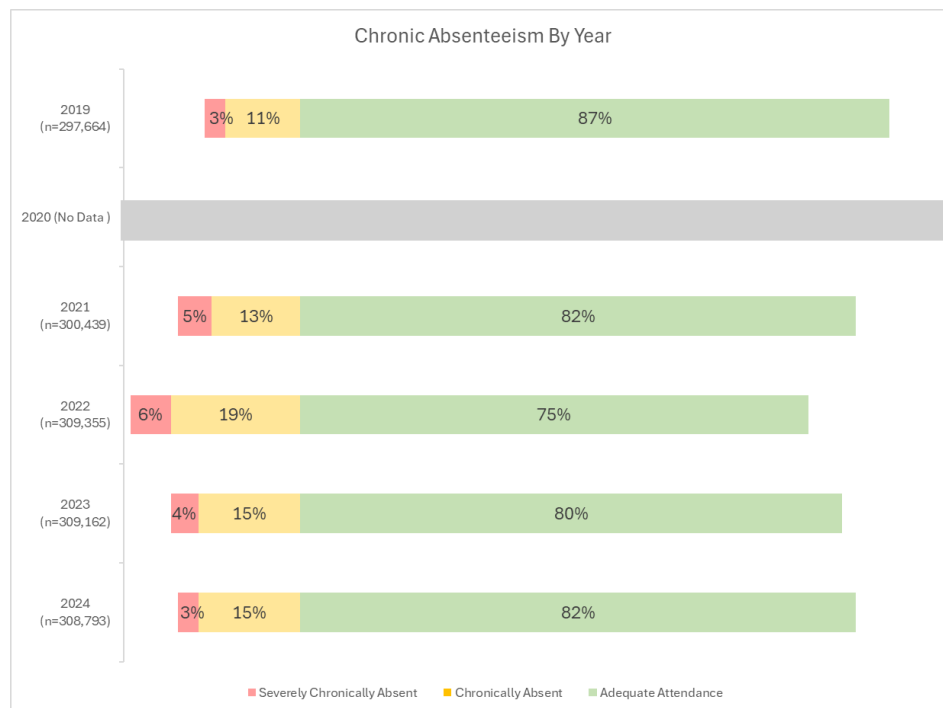
1. **Adequate Attendance**, or attendance on 91%-100% of the days in the entire school year
2. and 3. **Chronic Absence**, in two, successively more severe categories
 - 81%-90% of days in attendance
 - 80% or fewer days in attendance

In all three years, at least 2% of students reported attendance in more than one school. We analyzed and reported only students in a single school, choosing the one with the highest proportion, because we lacked the data required to combine multiple values. We reported findings for just Proportion Attendance Category, rather than Chronic Absenteeism. Though the two measures differ somewhat in their exact assignment, they differ little in their patterns of relationships to important outcomes.

Attendance per Proportion-Attendance Category

As seen in Figure 43, the proportion attending adequately has increased since 2021, though still below 2019 levels. However, the percentage of severely chronically absent students has dropped to the lowest rates since 2019.

Figure 43: Student Attendance by Year



In Figure 44, this trend is also seen at all grade bands.

Figure 44: Student Attendance by Grade Band

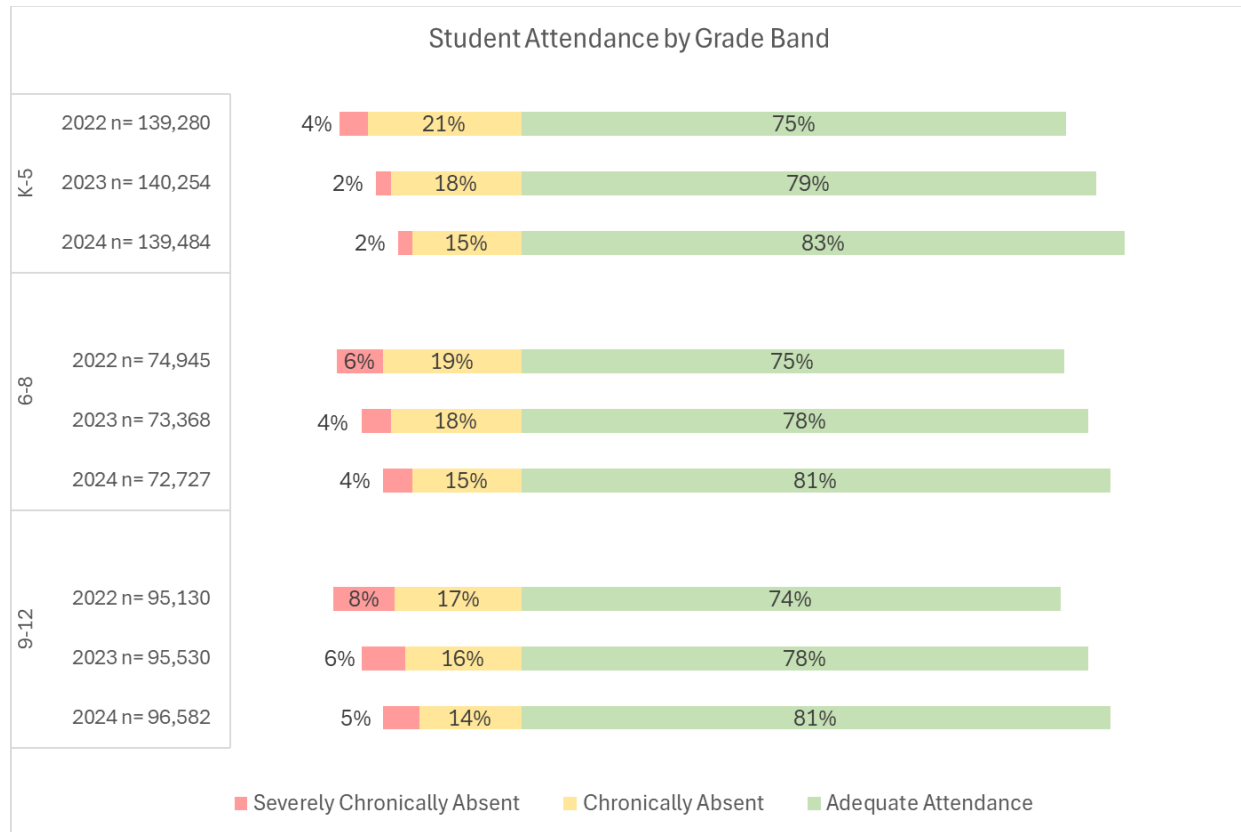
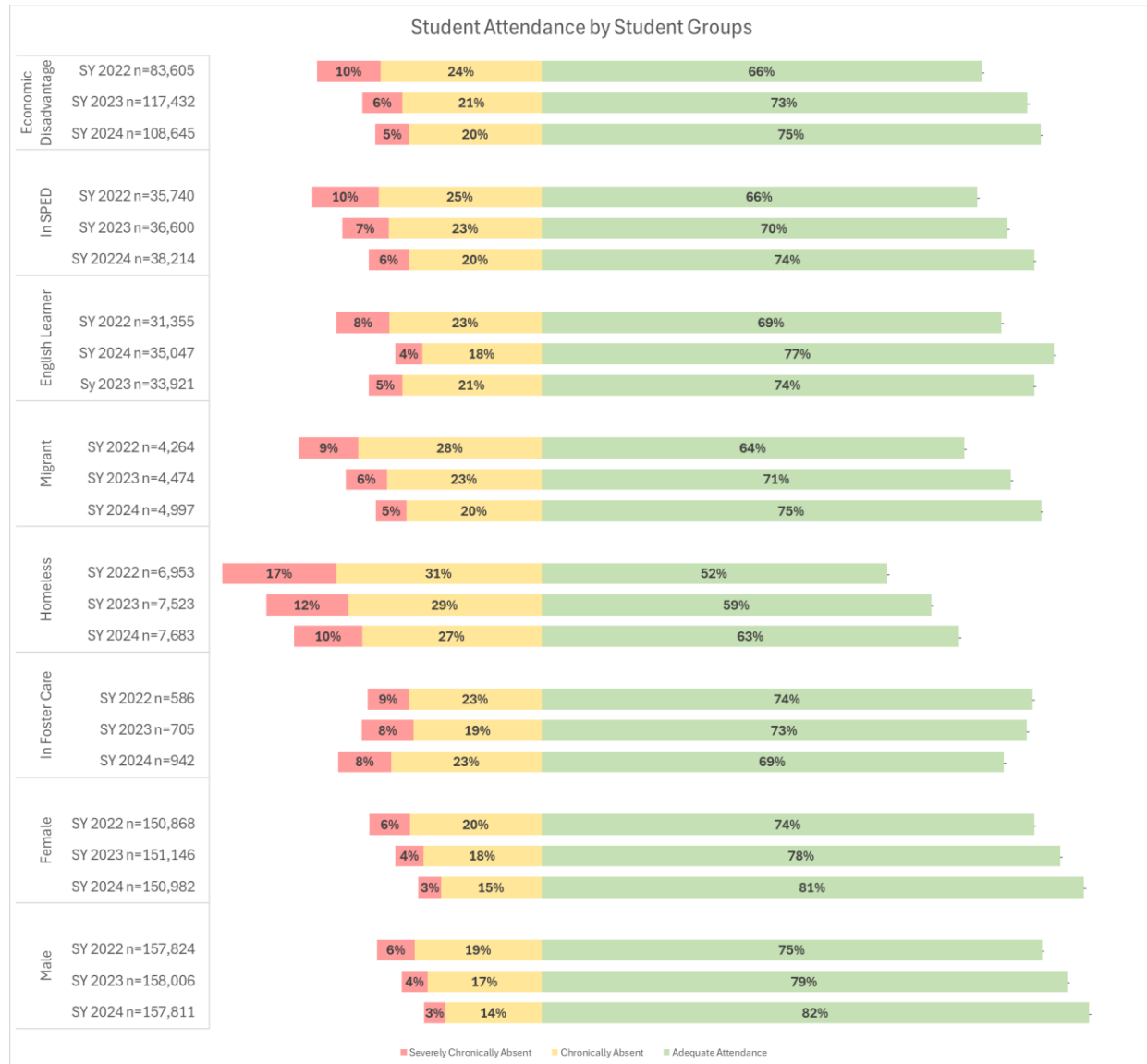


Figure 45 shows an increase in adequate attendance for all groups, except for students in foster care. However, the percentage of foster care students that are severely chronically absent has not increased since 2022.

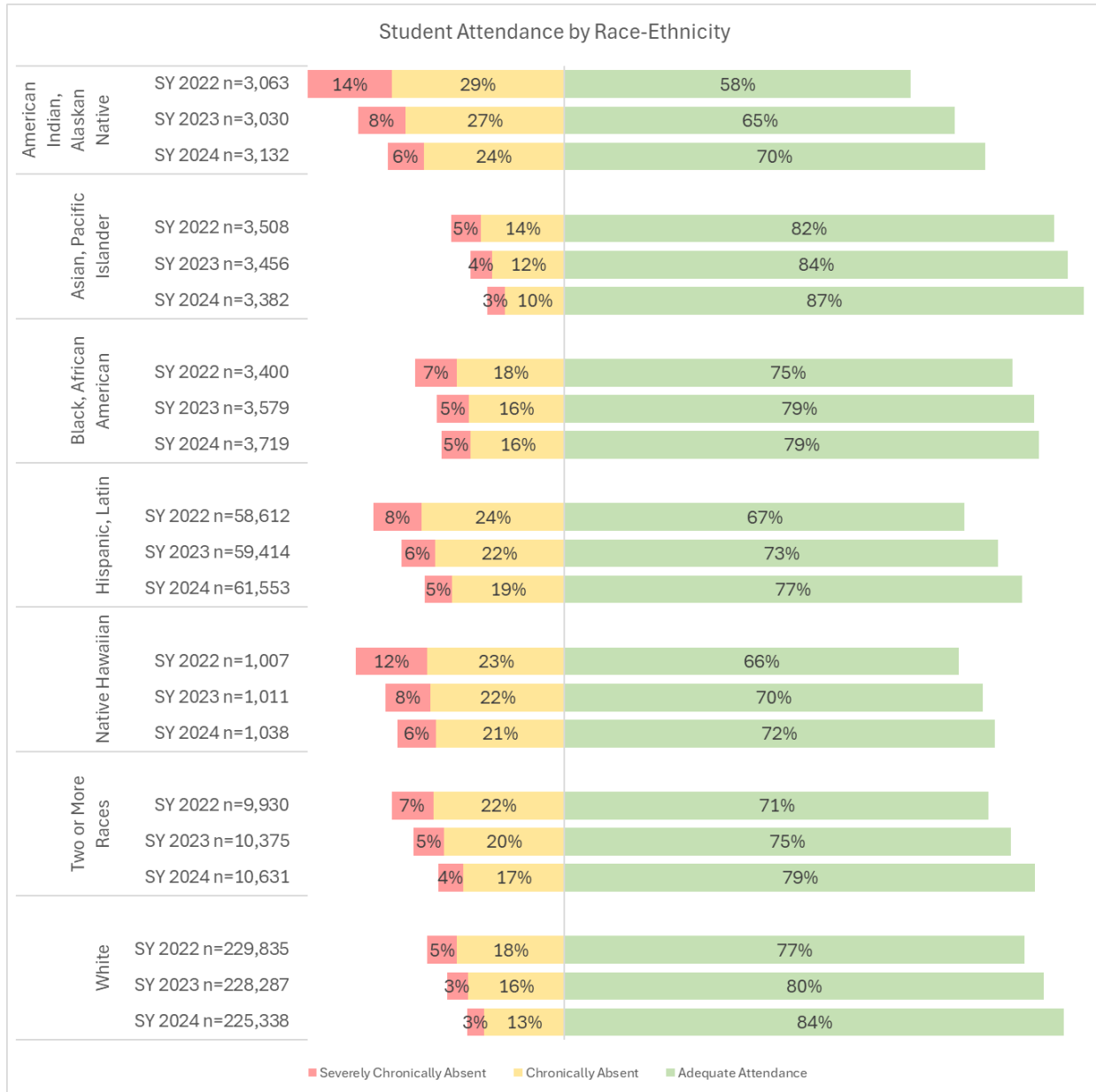
Figure 45: Student Attendance by Student Groups



As seen in Figure 46:

- Students who were Asian, white, or Black had the highest proportions of adequate attendance.
- American Indians, Native Hawaiians, and Hispanics had the lowest proportions.

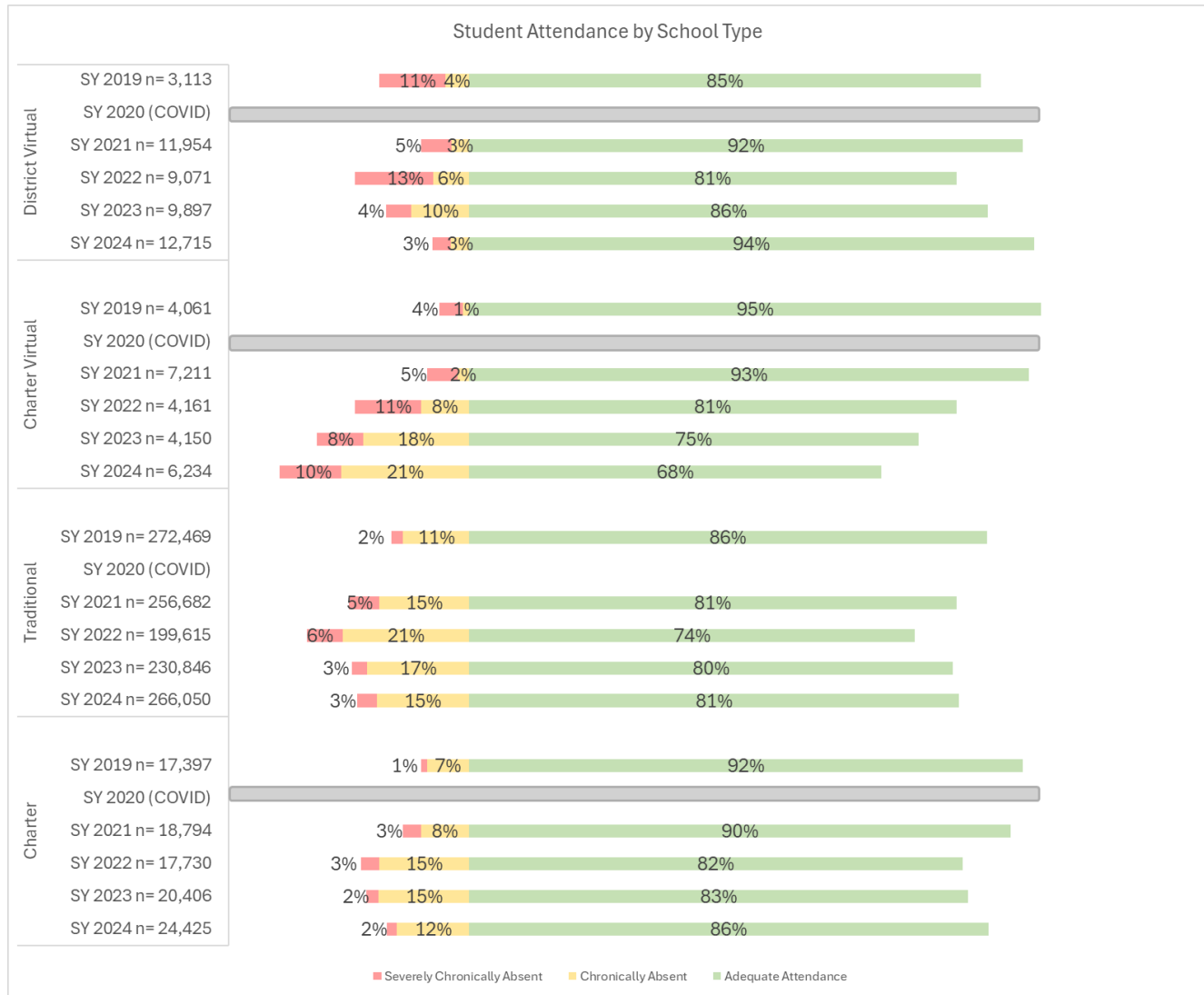
Figure 46: Student Attendance by Race-Ethnicity



As seen in Figure 47, all four school types lost attendance ground since last year.

- In 2024, Virtual District schools had the highest rate of adequate attendance (94%), while Virtual Charter Schools had the lowest (68%). This is an inverse from 2019 (pre-COVID).
- Virtual District Schools were the only group to have an adequate attendance rate higher than pre-pandemic levels, though in-person charter schools and traditional districts have experienced three consecutive years of growth.

Figure 47: Student Attendance by School Type

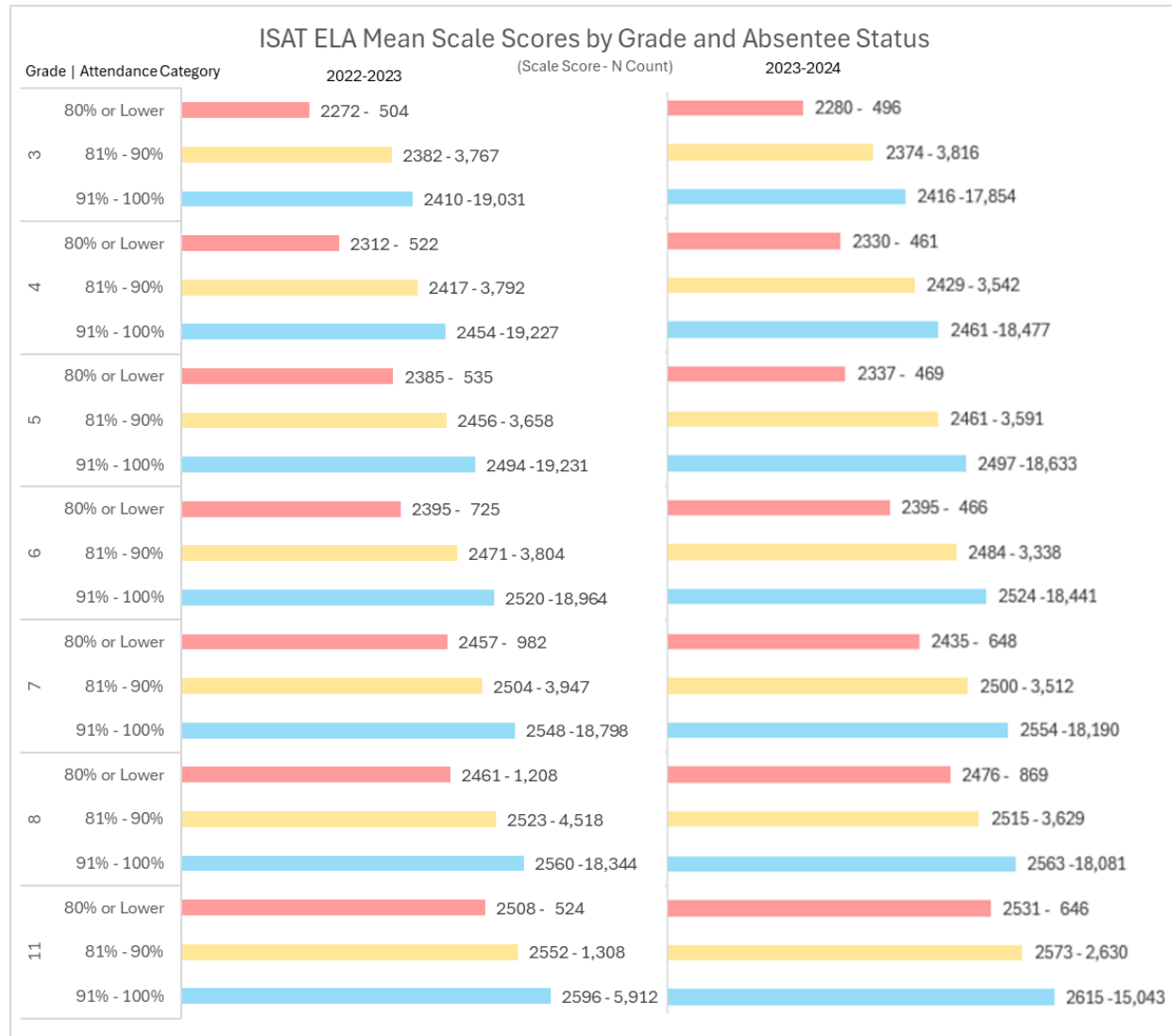


ISAT Median Scale Scores by Attendance Proportion Category
ISAT ELA and Math scores were positively correlated with attendance.

As seen in Figure 48,

- ISAT ELA scores increased steadily by attendance level, from 80% attendance upward.
- This pattern was true in all grades and in both 2023, and 2024.
- The correlation is clear but small, accounting for between 1% and 4% of the variance in performance per grade and year.

Figure 48: 2023 and 2024 ISAT ELA Mean Scale Scores by Grade and Attendance



As seen in Figure 49, ISAT Math scores were positively correlated with attendance.

- ISAT Math scores increased steadily by attendance level, from 80% attendance upward.
- This pattern was true in all grades and in both 2023, and 2024.
- The correlation is clear but small, accounting for between 1% and 4% of the variance in performance per grade and year.

Figure 49: 2023 and 2024 ISAT Math Mean Scale Scores by Grade and Attendance

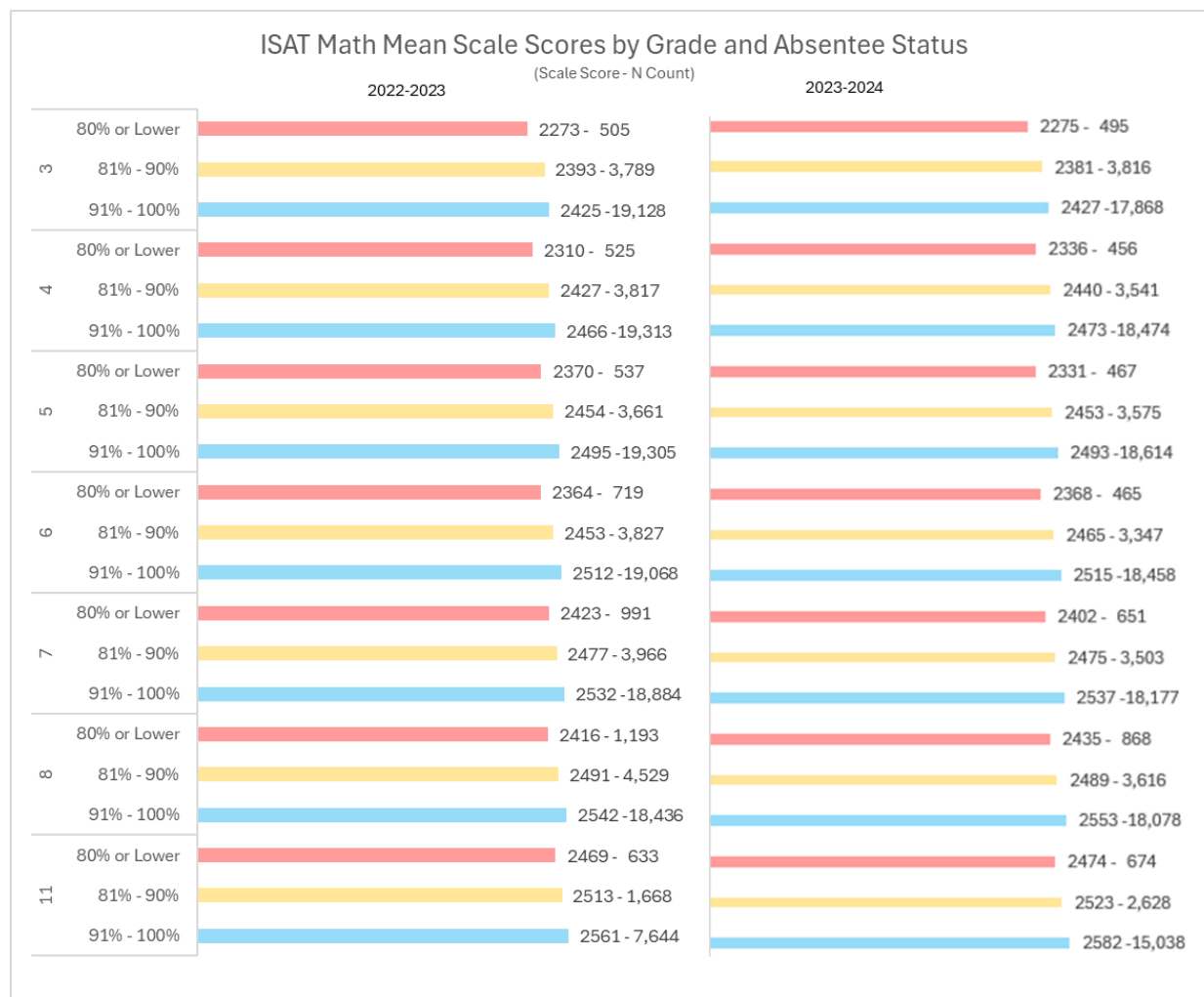
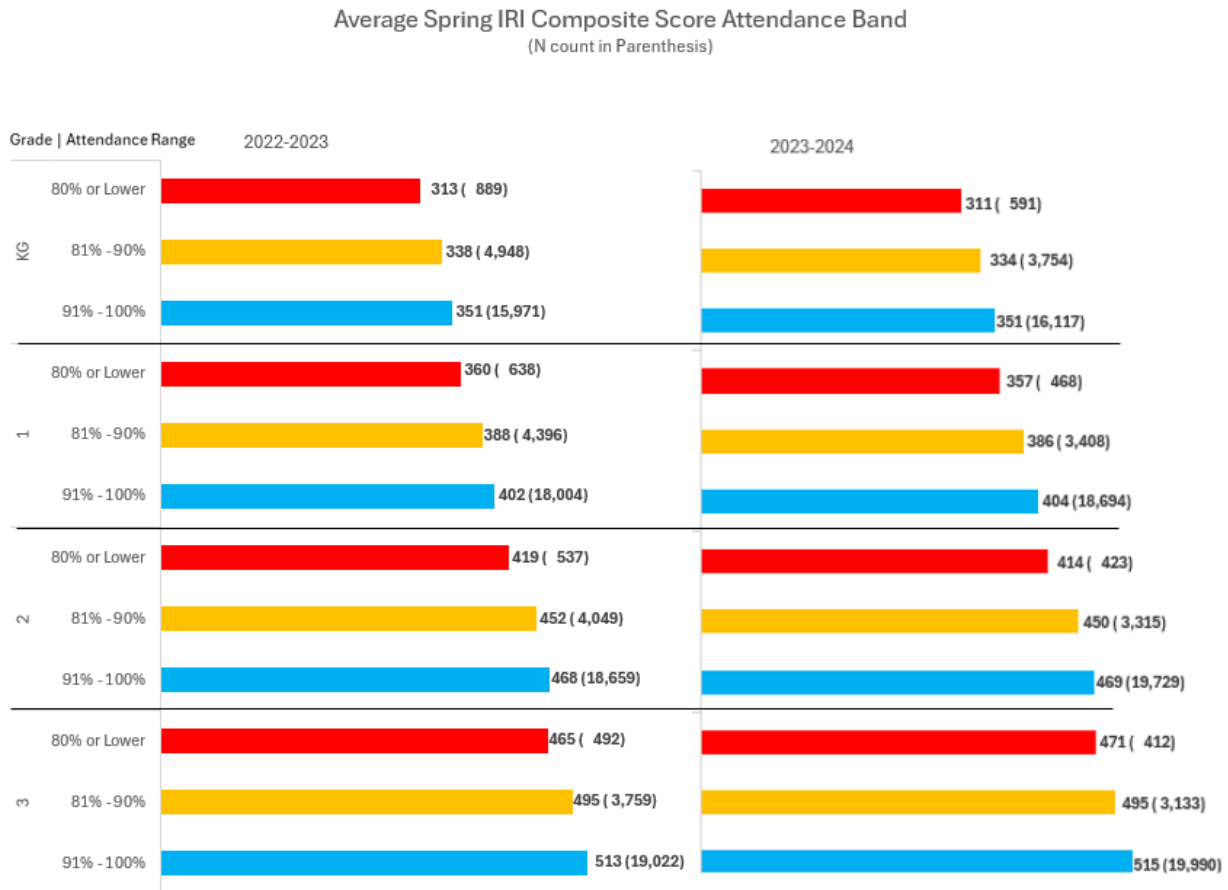


Figure 50: 2023 and 2024 IRI Mean Scores by Grade and Attendance

- Spring IRI Composite scores increased steadily by attendance level, from 80% attendance upward.
- This pattern was true in all grades and in both 2023, and 2024.
- The correlation is clear but small, accounting for between 1% and 5% of the variance in performance per grade and year.



9th-Grade Attendance Predicts 4-year Graduation Status

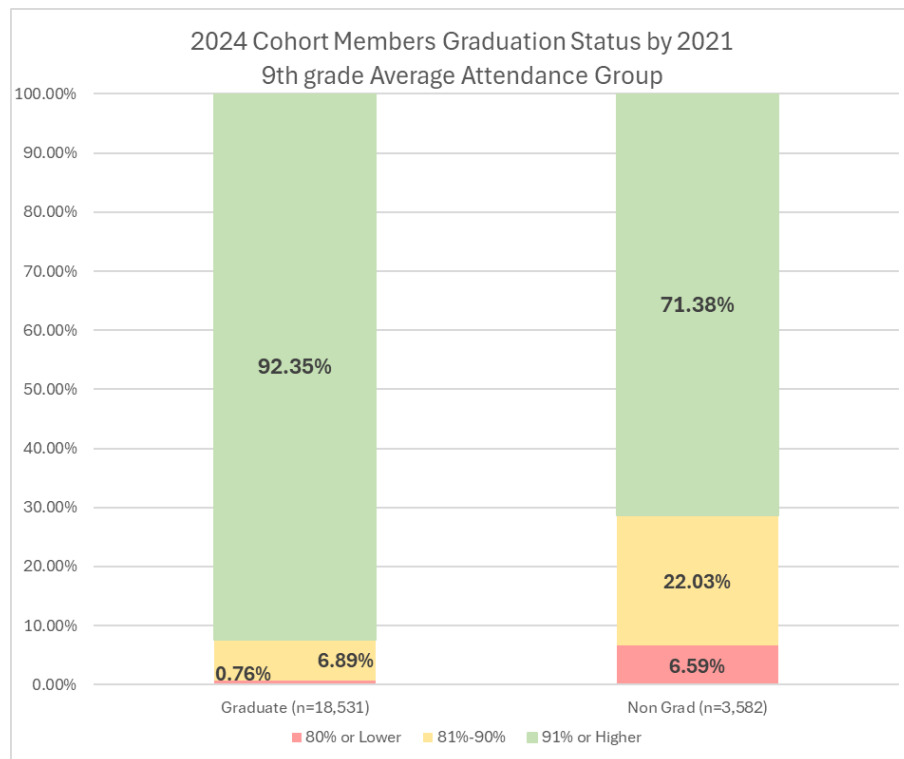
In Idaho, attendance as early as 9th grade strongly predicts likely graduation four years later, as seen in this analysis of students' 9th grade attendance in the school year 2018 and their graduation status in 2021.

Method Defining Attendance of the 9th-grade Cohort Members. If a 2021 graduation cohort member was enrolled in multiple schools in the 2017-18 school year, the highest positive attendance for the student was used.

Figure 51 shows the relationship between 9th-grade attendance and 4-year graduation. The graph excludes students who were not enrolled in an Idaho public school as of the first Friday of May of their freshman year, students who transferred out to another educational program outside of Idaho LEAs that culminates in the award of a regular high school diploma, emigrated to another county, or passed away during their four cohort years (n=3,016). The graph shows:

- 4-year graduates of the 2024 cohort were 29% more likely to have high attendance (91%-100%) in 9th grade than were their cohort non-graduates (92.35% of graduates had highest attendance level vs. 71.38% of non-graduates).
- Non-graduates were 772% more likely than graduates (6.59% v. 0.76%) to have low attendance (80% or less).

Figure 51: 4-year Graduation Status of 2024 Cohort by their 9th-Grade Attendance



NATIONAL ASSESSMENT OF EDUCATIONAL PROGRESS

The National Assessment of Educational Progress (NAEP) is the largest nationally representative, continuing evaluation of the condition of education in the United States. It has served as a national yardstick of student achievement since 1969. Students are tested on the subject areas of mathematics and reading on standards chosen by the National Assessment Governing Board (NAGB). These standards do not align to state standards. Through [The Nation's Report Card](#), NAEP informs the public about what American students know and can do in various subject areas and compares achievement among states, large urban districts, and various student groups.

In Idaho, 1,800 students from 90 schools participated in each grade and subject area. Note that the number of students and schools are rounded to the nearest hundred and ten respectively. Students are selected statewide to achieve generalizable results among their student group population, schools are selected based on where these selected students attend school.

NAEP results are reported as both scale scores and achievements levels. The NAEP achievement levels are Below Basic, Basic, Proficient, and Advanced, but do not represent the same performance expectations as the ISAT, despite the use of the same terminology. Students performing at or above the *NAEP Proficient* level on NAEP assessments demonstrate solid academic performance and competency over challenging subject matter. It should be noted that the *NAEP Proficient* achievement level does not represent grade level proficiency as determined by other assessment standards (e.g., state or district assessments). The Idaho Department of Education continues to manage the NAEP assessment program (per Idaho code 08.02.03.111), which began in Idaho in 1992.

Results from 2024 (winter 2025)

The graphs below show NAEP performance in Grades 4 and 8 in 2013, 2022, and the last year for which results are currently available, 2024, in Idaho and at a national level. Results are expected to be available from the Nation's Report Card in early winter 2025. Idaho's performance over this period declined, mirroring that of the national public-school average.

Figure 52: NAEP Grade 4 Reading Performance by Achievement Levels in 2024, 2022, and 2013

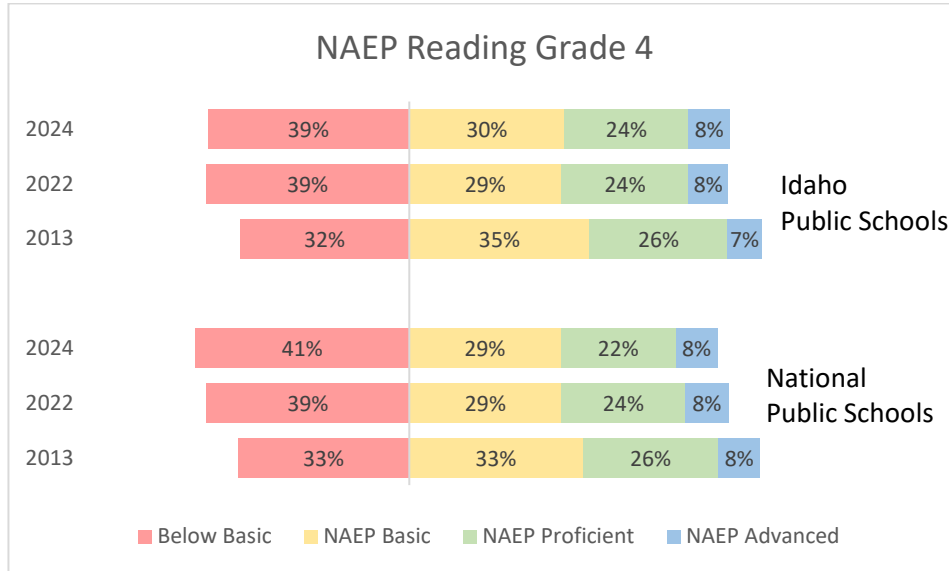


Figure 53: NAEP Grade 8 Reading Performance by Achievement Levels in 2024, 2022, and 2013

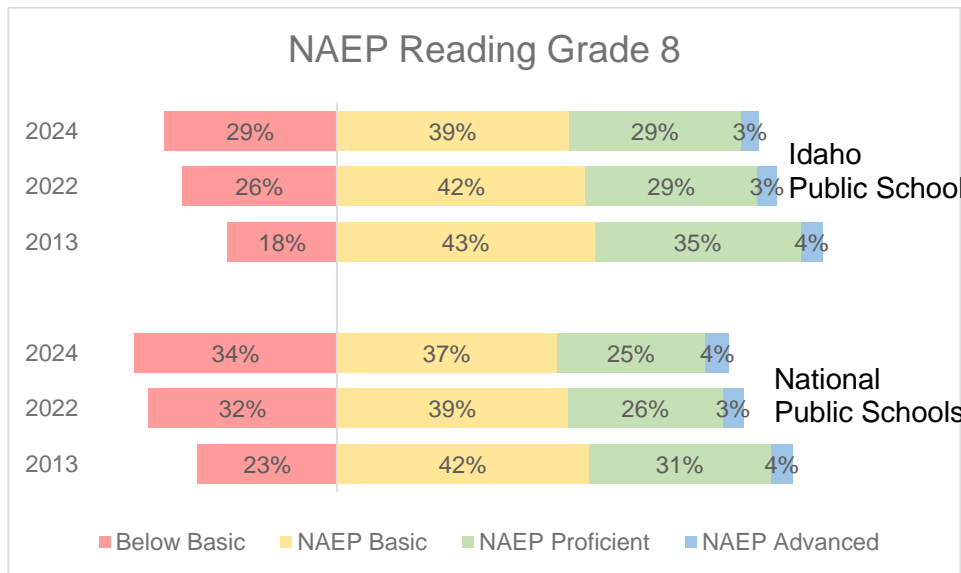


Figure 54: NAEP Grade 4 Math Performance by Achievement Levels in 2024, 2022, and 2013

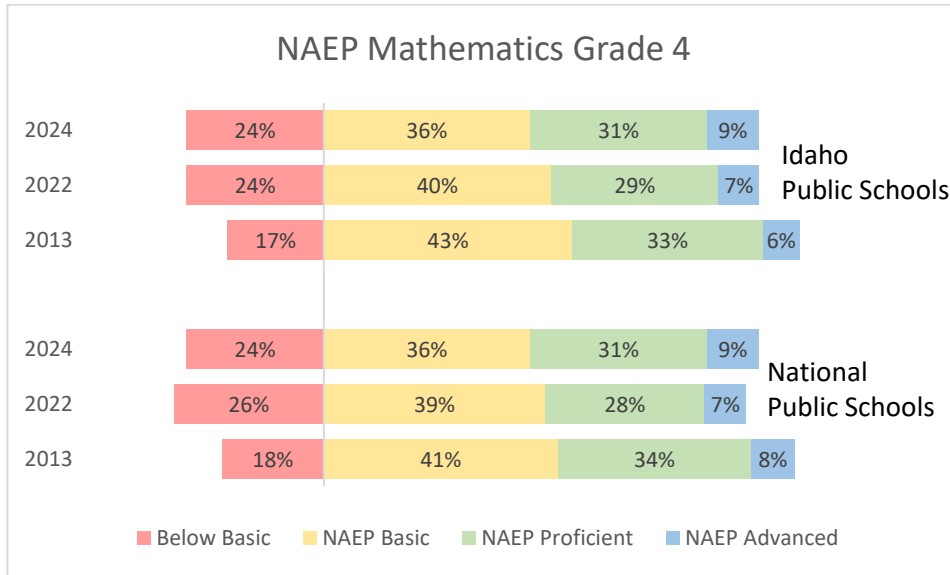
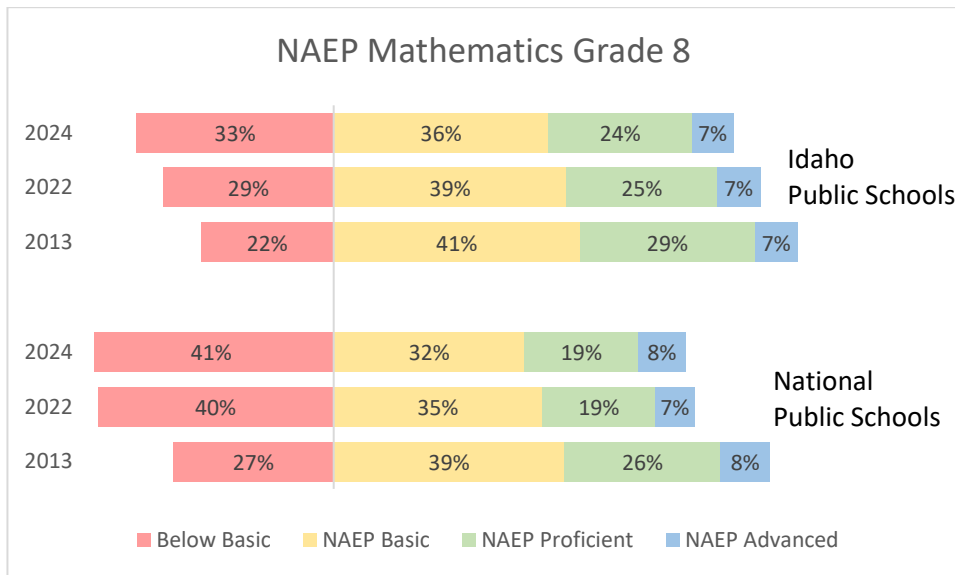


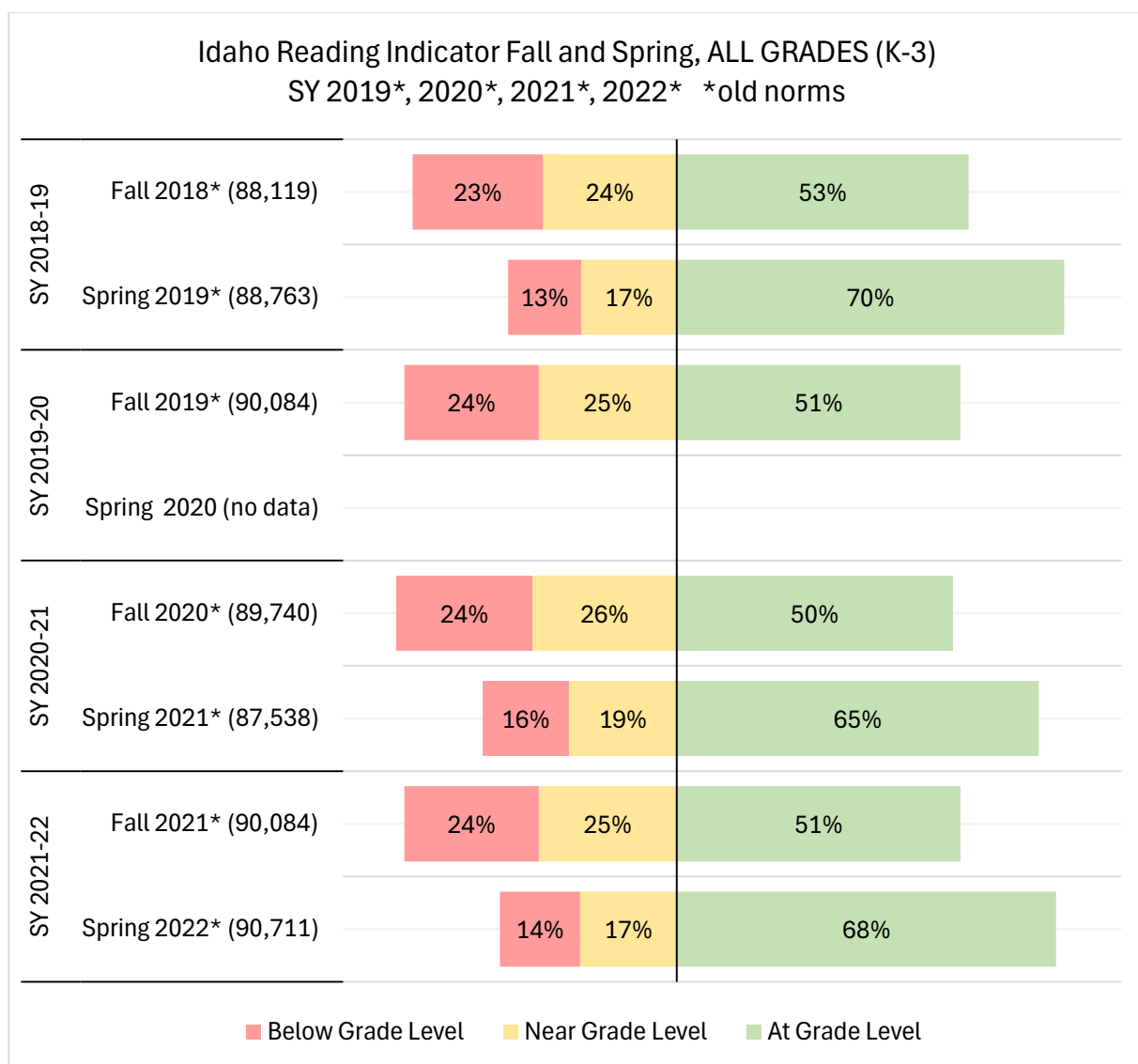
Figure 55: NAEP Grade 8 Math Performance by Achievement Levels in 2024, 2022, and 2013



Appendix

IRI scores were put on a vertical scale and were subsequently renormed in 2022 using data from the 2018-19 school year. This was to align the IRI vendor’s PreK-grade 3 early-reading assessment and Grades 4-5 advanced-reading assessment and make the scores continuous and comparable. For any norm-referenced assessments, the norm needs to be updated every four to five years to represent the performance of the current population. The change in norms affected the proficiency-level (Tier) assignment.

The following data represents the IRI scores from the old norms.



**INFORMATIONAL
APRIL 16-17, 2025**

SY 2019: Fall 2018 and Spring 2019*				SY 2022: Fall 2021 and Spring 2022*			
All Grades	Fall (88,119)	23% 24%	53%	All Grades	Fall (90,084)	24% 25%	51%
	Spring (88,763)	13% 17%	70%		Spring (90,711)	14% 17%	68%
Kindergarten	Fall (21,102)	28% 27%	45%	Kindergarten	Fall (21,659)	30% 30%	41%
	Spring (21,339)	16% 21%	63%		Spring (21,883)	16% 20%	65%
Grade 1	Fall (22,012)	27% 30%	43%	Grade 1	Fall (22,606)	26% 28%	46%
	Spring (22,179)	14% 20%	67%		Spring (22,767)	15% 21%	64%
Grade 2	Fall (22,343)	21% 19%	60%	Grade 2	Fall (22,730)	22% 20%	57%
	Spring (22,487)	11% 14%	75%		Spring (22,926)	13% 14%	72%
Grade 3	Fall (22,662)	18% 21%	61%	Grade 3	Fall (23,089)	19% 21%	59%
	Spring (22,758)	12% 15%	73%		Spring (23,135)	13% 15%	72%
